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VALUE INDICATORS IN THREE CANADIAN
ADOLESCENT SUB-CULTURES

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled VALUE INDICATORS IN THREE CANADIAN ADOLESCENT SUB-CULTURES submitted by Earl Arthur Clark in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The major purpose of this study was to compare value indicators of adolescents from three student groups in order to determine the values held by members of each of the groups.

Students from three school systems were asked to complete questionnaires. The sample was composed of 1,007 students, 402 from Edmonton Public Schools, 251 from Jewish private schools, and 354 from Montreal Catholic Public Schools. The students were enrolled in grades nine to eleven.

Forty items related to the value indicators--aspirations, activities, and attitudes--were investigated. Responses to another twenty questions were used on a modified Gough Home Index scale to categorize the students into three socio-economic status groups. A further set of responses to four items were used to identify the groups' demographic characteristics.

Frequency tables were tabulated. The frequency of responses to each part of each item by the student groups were compared by chi-square tests to determine the significance of the differences in responses among and between the groups. After controlling for socio-economic status, a similar testing was done among the groups.

The chi-square test showed that there were significant differences in responses among and between the students' groups, and that these differences persisted even when socio-economic status was controlled. The three samples were described showing

the differences and similarities among the three student groups.

According to the value indicators examined in this study, the Edmonton students placed higher value on good looks, popularity, drinking beer, and earning money outside the home than did the students from Montreal.

The Jewish students valued higher education, homework, respect for parents, friendliness, honesty, and church (synagogue) attendance, more highly than did students of the other groups.

The French students placed higher value on dating and going steady, smoking, academic achievement and excellence, and watching television, than did the others.

No significant differences were found among the groups on only four value indicators: intention of staying in school, recognition of characteristics necessary for success in life, or for the future, and desire to resemble "no one else but themselves."

The results of this study showed that there are differences in value indicators among the student groups which are not attributable to demographic characteristics such as socio-economic status, and can probably be attributed to differences in cultural background.

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CHAPTER I

THE DEVELOPMENT OF THE STUDY

I. INTRODUCTION

"No man is an island unto itself, each man is a piece of the continent." (1, p. 218). Not only must an individual mingle within his culture, but he must also learn to live with people of other cultures both nationally and internationally. Particularly during this period of great emphasis on biculturalism and bilingualism, Canadian teachers and administrators should be aware of the differences in children which may be attributed to cultural influences. Culture is transmitted to each new generation by parents and other adults thus perpetuating the predominant patterns of values favored by the group. By investigating certain value indicators, this study has attempted to draw a picture of three Canadian adolescent sub-cultures.

II. THE PROBLEM

The purpose of this study was to compare value indicators of adolescents from three student groups with a minor purpose of showing that the groups were in reality three different sub-cultures. More specifically it was an investigation into adolescents' perceptions of their aspirations, attitudes, and activities by surveying high school students from three different school systems,

namely, public schools in Edmonton, Jewish private schools in Montreal, and French Catholic public schools in Montreal.

Three aspects were examined:

1. Aspirations
2. Activities
3. Attitudes toward:
 - a. parents and home
 - b. teachers and school
 - c. religious leaders and religious institutions.

III. SIGNIFICANCE OF THE PROBLEM

Man is basically alike all over the world despite differences of size, shape, color, and some functional capacities. Everywhere man has the same mammalian ancestry and the same organic needs.

"Yet despite the uniformity of nature and despite the basic similarity of man everywhere on earth, different groups of people are found living in utterly different worlds--leading different lives, defined and encompassed by their own different cultures." (3, p. 2).

For this alone, man should investigate the ways of living of other groups of people. As the old adage says, "No one knows his own culture who knows only his own culture." The social sciences, unlike the physical sciences, can no longer afford to seek their laws of human nature or of social organization within a single culture. "Mankind, shattered by discord though it is, is now seen as a single family." (3, p. 1). It is significant that this study

not only looked at the differences among the members of this family, but was cognizant of the similarities as well. Studies which have considered cultural differences and similarities, and the inherent problems which accrue because of these differences are referred to in the following paragraphs with a view to establishing the importance of this study.

It is particularly important to establish that people from different environments, national or international, tend to think differently, and thus need to be treated in a multitude of ways. Also, it is important to establish that people of many nationalities living together have different aspirations, activities, and attitudes. Finally, it is important to consider the effect that different religious affiliations have on the attitudes, aspirations, and activities of these people.

Fischer states, that "A group of interacting human beings in Tasmania develops a distinctive value system which is different in some specific ways from the value system evolved by a group in New Mexico." (2, p. 23). This study is concerned with the difference in the value patterns between adolescents in Montreal and those in Edmonton.

California has always had a large number of citizens of Mexican descent, but recently has had an influx of people of many other nationalities thus creating many problems for educators and social workers. Recently, hoping to better the myriad difficult classroom situations, apparently increased by the presence of

people of different sub-cultures, the education faculty at Claremont Graduate School in California proposed a new way of training teachers. They recognized the cultural problems and proposed to train teachers in cultural concepts and methods affecting public education. Ruth Landes, the director of the first summer schools for teachers in this new program, felt that "it is important to know how people of other cultures live, so that teachers can better provide the best educational climate that the situation affords." (6, p. 10). Edmonton's system contains students of various nationalities, including French and Jewish students albeit in minority numbers. An understanding of French and Jewish students' aspirations, activities, and attitudes might be of value to educators of all schools.

What about the religious factor? Gerhard Lenski, in the book The Religious Factor has shown how sub-cultures based chiefly on religion and national origin have been able to survive with vigour over several generations in large American cities (5, p. 49). Have they survived in Canadian cities? Have they survived in Montreal? What differences have accrued from this factor? This study has sought answers to these questions.

It would follow then from the above references that there are likely to be differences in attitudes, aspirations, and activities among students from the two school systems from Montreal and the Edmonton Public School System.

This study has pictured the three groups of students in such a way that educators and other adults may understand the problems of adolescents within and among the three groups.

IV. ASSUMPTIONS

1. Gillespie and Allport suggest that a cross-cultural survey should fulfill certain conditions. It should have

(1) Uniform and comparable instruments which, even when translated, convey the same meaning to the subjects; (2) Comparability of samples in respect to age, sex, and status; (3) Willing and competent collaborators in the various areas. (4, p. 4).

As is shown in chapter two, these assumptions may be accepted.

2. It must be assumed that the students expressed their true opinions and the items of the instrument were understood by all the students.

V. LIMITATIONS

Although checks were incorporated within the questionnaire to ascertain whether directions were being followed, there is no other way to verify the accuracy of the information obtained.

The study was carried out in Edmonton and Montreal. The basis for separation into three groups was by schools attended. One sample attended Alberta public schools in Edmonton, another attended Jewish private schools in Montreal, and the third sample of students attended French Catholic public schools in Montreal. There is no empirical reason for assuming that the results would

be similar if the survey were taken in other areas, so the results of the study cannot be generalized beyond the groups studied.

Although care was taken to control for variables such as socio-economic status, it was difficult to determine whether variables not accounted for may have had implications for the results.

VI. DELIMITATIONS

This study included only those students who completed the questionnaire. The sample included only those students in the schools who were in grades nine, ten, and eleven, and who were present at the time of administration of the questionnaire.

VII. DEFINITIONS

Culture

Frank has defined culture as

. . . a convenient term for the traditional patterns of action, speech, belief, and feeling, including tools and techniques, which each group of people has historically developed as its way of meeting persistent tasks of life - coming to terms with nature, maintaining social order, and regulating human conduct. Culture should also be viewed as a dynamic process, operating in individuals to pattern what they think, believe, feel, and do. (3, p. 6).

Sub-culture

Sub-culture shall mean an identifiable part of the greater culture. In this study, sub-culture is used chiefly in relation to the adolescent sub-culture.

Values

Although there are widely varying definitions of values, that used by Raths (7, p. 28) shall be used in this study:

Unless something satisfies all seven of the criteria noted below, we do not call it a value. The process of valuing includes:

1. choosing freely
2. choosing from among alternatives
3. choosing after thoughtful consideration of the consequences of each alternative
4. prizing and cherishing
5. acting upon choices
6. affirming
7. repeating.

Value Indicators

Value indicators are activities, aspirations, and attitudes which when taken together suggest values.

Activities. Activities are the ways in which students use time. The activity category is a part of each of the other value indicators (7, p. 65).

Aspirations. Aspirations are the students' hopes, plans, and expectations for the future (7, p. 65).

Attitudes. Attitudes are expressions or feelings of that which students are for or against. Beliefs, opinions, and convictions are often similarly used (7, p. 65).

Perception

A perception is the act, state, or faculty of receiving knowledge of external things by the medium of the senses.

In this study it shall refer to the act, state, or faculty of receiving knowledge about oneself.

Demographic Data

Demographic data shall refer to vital statistics of the individuals. In this study it shall refer to such statistics as grade, sex, age, size of family, socio-economic status of the family, and position of the mother in the family.

VIII. ORGANIZATION OF THE THESIS

A review of significant related studies is found in Chapter II. Studies by Coleman, Friesen, Gillespie, Kratzman, Raths, Riesman, and Tannenbaum are most significant for the purposes of this study.

Chapter III provides a description of the questionnaire, indicating the method of selecting the samples from the populations, and defining the types of statistical analysis used in this study. Included also is a section showing the care which was taken to ensure the reliability of the questionnaire.

A demographic description of the samples, together with the rationale for controlling for socio-economic status is found in Chapter IV.

Chapter V is devoted to the analysis of the data in three categories: students' aspirations, students' activities, and students' attitudes.

The concluding chapter summarizes the findings, draws a generalized picture of each of the three groups, indicates the

similarities and differences found among the groups, and suggests areas where further related studies may be useful.

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CHAPTER II

RELATED LITERATURE

"Youth in all nations anchor their documents within a basic family frame, making frequent reference to their parents." (13, p. 8). Thus wrote Riesman in The Lonely Crowd. It is the purpose of this chapter to examine the research literature related to the problem of measuring and comparing values of adolescents particularly between members of different sub-cultures. A lesser emphasis is made on research delineating variables within a sub-culture which may indicate significant differences. The nature of this study dictates the need for the division of this chapter into four parts. Research which shows differences among students of differing religions is included first. Following this is a section where international studies are treated. Research of a more local nature in that it discusses only those studies which were carried out within a nation, city or town comprise the next part of the chapter. Finally, a report of what other writers reveal about the measuring of values is found in the concluding part of the chapter.

I. RELIGION-BASED STUDIES

Because the three samples included in this study represent the Jewish, Catholic, and Protestant religious faiths, it is useful to discuss the differences found in research based on these three religions. Studies by Remmers (14), Bernard (1), Boroff (2),

Riesman (13), and Tannenbaum (16), are included.

Remmers found differences in religious feeling among Protestant, Catholic, and Jewish teenagers. "Twelve per cent of the Catholics, 9 per cent of the Protestants, and 4 per cent of the Jewish students attend religious services three or more times a week while 15 per cent of the Jews, 5 per cent of the Protestants, and 4 per cent of the Catholics admit to attending church practically never." (14, p. 159). He also found differences among the groups in regard to happiness due to religion, the number who say their prayers, and in the number who say their prayers have been answered.

Remmers compared many other characteristics of teenagers in the now famous Purdue Studies. For example, he found that 1 per cent of the Protestants and 2 per cent of the Catholics say, "People dislike my race or nationality." But 43 per cent of the Jewish children remarked that this feeling was one of their problems. However, Jewish teenagers gave replies to some personal problem questions that indicated they have more self-confidence than their Protestant and Catholic classmates. For example, some 53 per cent of the Protestants and 55 per cent of the Catholics stated that they get stage fright before a group, but only 43 per cent of Jewish teenagers felt this way. Twenty-three per cent of the Protestant and Catholic children said that they are afraid to speak up in class, but only 12 per cent of the Jewish teenagers expressed such a fear (14, p. 61).

Bernard writes, though, in regards to ethnicity and race that the ethnic group teenager is torn between the ethnic culture of his family and the teen-age culture of his peers. The ethnic factor disappears after two or three generations but the race factor remains (1, p. 11). Perhaps it is the visibility of race that is the important factor as would be the visibility of the Jewish people because of their distinct religion. The possibility of finding differences in the three samples of this present study was explored.

Because the peer group likely has a strong influence on the values of teenagers, one might suspect that as the adolescent matures chronologically his values might change. Boroff found that the young Jewish teenagers have little feeling of being differentiated from the mass of American teenagers, but the older teens notice that there are differences. An important difference is that there seems to be less difference between older Jewish teens and Jewish adults than there is in the dominant culture (2, p. 79). Boroff suggests also that marriage, particularly for girls is a prime value for Jewish teens. The older Jewish teens are typically college-oriented. Jewish college students, particularly in the ivy league colleges show a pattern of acculturation with Jewish identity essentially a religious one.

What about socio-economic status? The lower class Jew, wrote Riesman (13) is not much bothered by metaphysical definitions of Jewishness, the almost but not wholly assimilated Jew is subservient

to Jewish cultural compartmentalizers who tell him what his leisure style and friendship patterns should be. This is a factor considered in this present study. Do the Jewish adolescents show different value patterns in this area of parental or religious following?

Much has been said by many people of the Jewish acumen in business and the necessary intelligence that goes with it. Tannenbaum studied evaluations of stereotyped fictitious students and found that teenagers from a predominately Jewish middle class high school in New York rated them from low to high as follows. The lowest category in terms of acceptability was that of brilliant studious non-athlete, and the highest category was brilliant non-studious athlete. The results clearly indicated that athletes were more acceptable than non-athletes. Brilliance had little effect on acceptability and studiousness reduced acceptability (16, p. 310). These findings were similar to those of Coleman's in his study of students of ten western cities (3).

Some differences in attitudes, aspirations, and activities seem evident from these studies. One of the purposes of this study was to search for these differences. However, a search for differences on a wider scope is also the purpose of this study, so research of an international nature follows.

II. INTERNATIONAL STUDIES

In Canada, noticeably since biculturalism and bilingualism became a stormy issue, the French-English cultural differences have

been blown out of proportion. Because little could be found of research about French students in Canada, it was necessary to explore some research of a cross-national character to discover differences based on different national origins.

For example, Havighurst et al (8, p. 12) compared adolescents of Buenos Aires and of Chicago but arrived at few significant differences. Instruments were chosen to study attitudes of adolescent boys and girls toward themselves, their future careers, peers of the opposite sex, parents and other adult authorities, and to explore their general orientation or ways of looking at the world. The researchers found that girls were more mature than boys, upper-middle class were more mature than upper-lower class, and that Buenos Aires students were more mature than Chicago students. On the other hand, no significant differences in intellectual, religious, or status maintaining traits were discovered. For Chicago youth, the concept "United States" took precedence over parental figures, but the pattern was reversed for the Buenos Aires group. Other differences and similarities, not relevant to this study were also noted.

An international study by Gillespie and Allport (7) was attempted, mainly to show that instructive studies on an international basis or scale were possible. At the same time, although untested statistically, certain similarities among the groups studied were noted. For one thing, familism was found to be a universal foundation for individual and group life. Basic moral values and

ethical codes of conduct were everywhere prized. Another difference discovered was the note of pessimism that runs through the peoples of the Mediterranean area. The need for a religious orientation appeared to be highest in Italy and White South Africa, and the lowest in Israel and Japan. Women faced handicaps in countries such as Egypt, Mexico, Japan, and Italy, but otherwise they were found to fare well. Do some of these differences show up in the Edmonton and Montreal samples? Some of the above characteristics were investigated in this study.

Closer to home, in Alberta and in the United States, studies have been conducted to determine attitudes, aspirations, and activities of the adolescent society. The next section investigates these studies.

III. NATIONAL STUDIES

Studies by Downey, Friesen, Coleman, and others indicated that there are differences which exist within a region as well as among groups of widely scattered people. By the nature of the various studies, it is possible to consider these studies individually and collectively, almost making an international study of some of them.

Zentner and Parr (18) in the recent report of their study of Calgary high school students made comparisons between their results and those of Downey (4) and Coleman (3).

On the basis of the findings of the Zentner and Parr study it can be argued that the student social structures in these three schools are positively oriented toward intellectual pursuits. If the students were generally negatively oriented to academic success, it would seem unlikely that they would accord students who are high in academic performance the high social status which accompanies leading crowd membership. In every instance for both boys and girls, those students who were high achievers were overrepresented in the leading crowds. Surely, such would not be the case unless the students in general possess positive attitudes toward academic success and strive for high academic performance. (18, p. 264).

Their evidence indicated that athletics for boys in their study was not as strongly associated with high social status as Coleman's (3) evidence suggested. Other evidence follows.

Downey's (1960) study of regional variations within the United States and between the United States and Alberta suggested that such differences could exist (4, pp. 195-199). Downey found that Canadians placed greater emphasis on knowledge and scholarly attitudes as outcomes of schooling than did the Americans. In contrast the Americans emphasized physical development and citizenship more than did the Canadians.

Coleman (3) in the United States and Friesen (5) in Alberta made independent studies of adolescents' values. When asked what they wished to be remembered by, the students from the two samples showed significantly different results. The interesting aspect, however, was that in both studies, boys and girls showed significantly different results also. Coleman found that boys wished to be remembered as athletic stars, then as brilliant students, and

girls wished to be remembered as leader in activities or most popular, then as brilliant students. Friesen discovered that boys wished to be remembered as brilliant students, as athletic stars, and then as being most popular, and the girls wished to be remembered as brilliant students, as being most popular, and then as athletic stars.

In his book The Urban Teenager (6), Friesen described the activities of teenagers in Boreal City. He found that about 60 per cent of the students took part in football, either as participants or spectators (6, p. 9). Only about 16 per cent of the students had held an elected position in their schools (6, p. 9). Close to 60 per cent of the students in grades ten to twelve were enrolled in university entrance courses (6, p. 9). He found also that girls spent more time than boys on homework, and less time watching television (6, p. 13). Younger teens went to fewer movies than did older teens, but over a third of the teens never attended movies (6, p. 14). Very few students claimed they had no friends of the same sex. As was expected, the higher the grade of the students, the more likely they had good friends of the opposite sex. About half the students spent at least two evenings a week with the gang. Over one-third of the students did not date at all, but about one-quarter of the students said that they went steady (6, pp. 14-16). About 35 per cent of the total population reported that they did not participate in organized community activities, so the value of these activities is still evident.

Some of the characteristics or activities are considered in this study.

Havighurst et al (9, p. 39) in their River City study showed that academic achievement can be closely associated to a composite of family background (social class), intelligence, and personal-social adjustment. They found also that there was a marked relation between church participation and social class with higher status youth much more active in church.

Hollingshead (10) in his Elmtown study, using the 1 per cent level of probability, discovered many areas where social class had a significant bearing on adolescents' attitudes. The chi-square test revealed that the behavior of the adolescent is related significantly to class in every major phase of social behavior--the school, the church, the job, recreation, the cliques, dating, and sex.

Friesen reported the following.

The higher the socio-economic classification of students the higher was their aspiration level, their achievement, and their participation in extra-curricular activities and in community activities. The higher the socio-economic level of students the greater was the proportion planning to go to university. The higher the socio-economic level the higher was the church attendance and the concern of parents for the academic work of pupils. (6, p. 30).

One more study is mentioned to reinforce the importance of controlling for the social class factor in any study of values. Rogoff (15, p. 61) who studied 35,000 high school students found that social class produced greater variations than did ability in

terms of college plans. More members of the higher social class, regardless of ability, were planning to attend college.

The foregoing provides ample evidence that there are cultural differences that any study of an adolescent's behavior must recognize. But more important it showed that the researcher must constantly be aware of the multiple sources of these differences. In particular, he must note such variables as sex and socio-economic status. Also from the foregoing, it is probable that differences among the three groups of students from Edmonton and Montreal might exist. As it was differences in values or at least differences in value indicators that were investigated, the next section includes discussion about value theory.

IV. VALUE THEORY

One of the foremost writers and researchers of values, Florence Kluckhohn felt that the study of values was very important. She wrote that

. . . little or no attention has been paid to variation in basic value orientations. The view advanced here is that variation in value orientations is the most important type of cultural variation and is, therefore, the central feature of the structure of culture. (11, p. 28).

Many other writers have expressed notions about value theory in relation to cultural differences. A comprehensive review of value theory, is found in Young's Master's thesis at the University of

Alberta. A brief but excellent summary of the basic assumptions about values was borrowed from Young. He wrote:

1. Values evolve out of the peculiar relationship between an individual and his social environment.
2. Values are transmitted from generation to generation as a part of the total culture.
3. Values refer to the standards used by individuals in determining that which is desired.
4. Values can be measured in part through what one says he believes or by his stated preferences for desiderata. (17, p. 14).

Among the writers that were quoted by Young was Louis Rath. It was the treatment of values by Rath that provided the theoretical framework for this thesis.

Rath et al have established a theory about values that was compatible with the present study. They believe that values grow from a person's experiences, and that different experiences would give rise to different values, so that any one person's values would be modified as his experiences accumulate and change (12, p. 27). Rath concentrated not on the values themselves, but on the process of valuing, and suggested that unless something satisfies all of seven criteria, they not be called values. He claimed that values must satisfy the criteria of having been chosen freely, chosen from alternatives and with due reflection, prized and cherished, publicly affirmed, incorporated into actual behavior, and repeated in one's life. Attitudes, aspirations, and activities are merely value indicators, according to these authors (12, p. 28).

Obviously not everything is a value, nor need it be. We also have purposes, beliefs, and many other things that may not meet all seven of those criteria. However values often do grow from our purposes, aspirations, beliefs, and so on. Let us briefly discuss some things that could indicate the presence of a value but that are different from values. We call these expressions which approach values, but which do not meet all the criteria, value indicators. (12, p. 30).

Raths continues by naming eight of these value indicators: goals or purposes, aspirations, attitudes, interests, feelings, beliefs and convictions, activities, and worries, problems, or obstacles. This study was concerned with three of these value indicators, namely, aspirations, activities, and attitudes.

V. SUMMARY

The primary purpose of this study was to investigate the value indicators--aspirations, activities, and attitudes of the three groups of students from the two cities, to determine whether differences and similarities exist among them.

Studies like those of Remmers and Boroff provided ample evidence that teenagers representing different religious faiths are not concerned about the same personal problems. Havighurst showed that differences in culture based on nationality are evident, and Gillespie and Allport made it clear that instructive studies on an international basis are possible. Downey, Friesen, and Coleman reported differences in attitudes of teenagers in Canada and United States. Therefore it seems reasonable that differences among the student groups in this study do actually appear.

However, Rogoff, Havighurst, and Hollingshead in separate studies warned that differences may not be attributable to cultural differences but to such factors as family background or socio-economic status.

Raths' value theory has been used as a basis for studying the characteristics of the three groups of students. Analysis of the value indicators as outlined by Raths was the main purpose of this study.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter includes a description of the questionnaire used, the method of collecting data, the method used in drawing a sample from the total population, and the method used in eliminating unnecessary data from the I.B.M. cards. A description of and the rationale behind the translation of the questionnaire into French is included. A table showing the distribution of the sample, including grade, sex, and school group is provided. The chapter concludes with a brief description of the statistical techniques used to test the variables under consideration.

I. INSTRUMENTATION AND DATA COLLECTION

The instrument used in the collection of these data was a questionnaire (see Appendix A) developed jointly by Friesen and Knill of the Department of Educational Administration, University of Alberta. This study did not make use of every item of the questionnaire; in fact, it used less than seventy of the one hundred and fifty-one items.

The questionnaire initially had 148 items, only part of which are described here. Items 73 to 92 were included in the questionnaire in order to have a measure of the socio-economic status of the individuals responding. The twenty items constitute a modified version of the Gough Home Index Scale. Among others, Benoit (1, p.p. 8)

used this scale effectively. The students were asked to answer "yes" or "no" to twenty items related to their parents' income and education, their home and property, and to their social and recreational way of living. For every "yes" a score of one was given, thus providing a range of scores from zero to twenty. In order to score each student on a five-point scale for socio-economic status the scores were converted to one for all those scoring 0-8, two for those scoring from 9-10, three for students scoring from 11-13, four for all those scoring from 14-15, and five for those scoring from 16-20. The socio-economic distribution for the total sample was approximately bi-modal with a positive skew. Table I shows that the socio-economic distribution for the Edmonton sample was approximately normal. The distribution for the Jewish sample was bi-modal with a negative skew; that is, a larger percentage of Jewish students were in the upper status than were in the lower status. The distribution for the French sample showed that more of the French students were in the lower status category than were in the upper status categories. Because the distributions of the three samples were notably different, it was found necessary to control for the socio-economic status for the statistical analyses of the data.

Many of the other items from the questionnaire were used to provide demographic, attitudinal, and behavioral variables.

The questionnaire was administered to 10,019 students representing nine senior high schools of the Edmonton Public School System, to all the grade nine students of twenty-seven junior high schools

TABLE I

THE NUMBER AND PERCENTAGE OF STUDENTS IN EACH SOCIO-ECONOMIC CLASSIFICATION BY STUDENT GROUP

Socio-economic Status	Student Group			Total
	A Edmonton	B Jewish	C French	
1. (low)	61 (15.2%)	44 (17.5%)	169 (47.7%)	274
2.	69 (17.2%)	36 (14.3%)	81 (22.9%)	186
3.	124 (30.8%)	70 (27.9%)	80 (22.6%)	274
4.	82 (20.4%)	38 (15.1%)	18 (5.1%)	138
5. (high).	66 (16.4%)	63 (25.1%)	6 (1.7%)	135
Total	402	251	354	1007

of the same system, to all the students of five Jewish private schools, and to all the students of five French Catholic Public schools (see appendix C). Minor changes were made to the questionnaire to fit the Jewish student group. "Church" was rewritten as "synagogue" in several places to make the questionnaire more meaningful to them. The total number of students responding to the questionnaire was 14,300 from which the sample of 1007 students was selected.

II. THE SAMPLE

All the students from grades nine to eleven of the Jewish schools were included, half of the French students from grades nine to eleven were retained in the sample, and only one in twenty-four of the Edmonton grades nine to eleven students were included. The replies to the questionnaires from the 14,300 students were punched on cards and transferred to a tape which is stored at the University of Alberta computing center. The samples from each of the regions designated were drawn from the tape and placed on cards by means of a program on the I.B.M. computer at the University of Alberta. Table II shows the distribution of the sample according to sex, grade, and school group. All the students from the Edmonton schools are shown in student group "A", those from the Jewish schools are found under student group "B", and students from the French schools are listed under student group "C". For the Edmonton and the French samples, students were selected at random from the total that had responded to the questionnaire.

TABLE II
THE NUMBER OF STUDENTS IN EACH GRADE AND SEX
BY STUDENT GROUP

Grade and Sex	Student Group			Total
	A Edmonton	B Jewish	C French	
Grade nine boys	62	56	65	183
Grade nine girls	67	47	62	176
Grade ten boys	68	38	46	152
Grade ten girls	85	51	56	192
Grade eleven boys	58	30	60	148
Grade eleven girls	62	29	65	156
Total	402	251	354	1007

III. LANGUAGE TRANSLATION

As indicated in Chapter I, a cross-cultural study must meet certain requirements. A number of procedures were followed to ensure that the translation of English to French of the questionnaire was accurately done. The questionnaire was translated in Edmonton, checked by professors and teachers in Montreal and returned for a verification of understanding by bilingual students at the University of Alberta. A chi-square test was performed on the variables from the questionnaire responses of the students from St. Thomas High School, a bilingual school. The students at this school were randomly given either a French copy or an English copy of the questionnaire. When the responses from the students of the two groups were statistically treated with the chi-square test, only those items which showed no significant differences were retained for use in this study. Of the one hundred and fifty-one items in the questionnaire, only seventeen had to be rejected, eleven of which might have been useful for this study.

In order to simplify the statistical treatment of the data, a final computer program was used to transfer the data needed for this study from the two cards for each respondent to one card for each student. At the same time, each card was systematically numbered so as to enable them to be sorted easily into the three student groups.

IV. STATISTICAL TECHNIQUE

The nature of some of the data dictated the type of statistical treatment to be used in this study. The analysis of variance with means and standard deviations was considered, but discarded because data on the whole were not interval in nature. Some writers imply that responses to value questions may be on a continuum. Gue completed a comprehensive survey of value orientations of Alberta Indians. In his thesis, he quoted Florence Kluckhohn on values.

In each of the value orientation areas Kluckhohn holds that there are three choices or positions, each of which represents a possible solution to the problem . . . Kluckhohn implies, but does not state directly, that the three positions in each area form a continuum. (2, p. 22).

Later, however, Gue points out that:

In the Kluckhohn method of eliciting value orientations, data are clearly accumulated at the ordinal level of measurement. In discussing such data, Siegel holds that: . . . parametric statistical tests, which use means and standard deviations (i.e., which require the operations of arithmetic on the original scores), ought not to be used with data in an ordinal scale. The properties of an ordinal scale are not isomorphic to the numerical system known as arithmetic. . . . When parametric techniques of statistical inference are used with such data, any decisions about hypotheses are doubtful. (2, p. 102).

Therefore, the parametric technique was not used.

All statistical analyses used for this research were conducted with the use of the I.B.M. 360/67 Computer at the University of Alberta. The chi-square (3, p. 104), was the non-parametric test selected for the analysis of the data. Siegel writes about the chi-square test as follows:

When frequencies in discrete categories (either nominal or ordinal) constitute the data of research, the χ^2 test may be used to determine the significance of the differences among k independent groups. The χ^2 test for k independent samples is a straightforward extension of the χ^2 test for two independent samples. (3, p. 175).

Siegel writes also as follows:

. . . between two independent groups. . . . The hypothesis under test is usually that the two groups differ with respect to some characteristic and therefore with respect to the relative frequency with which group members fall into several categories. To test this hypothesis, we count the number of cases from each group which fall in the various categories, and compare the proportion of cases from one group in the various categories with the proportion of cases from the other group. (3, p. 104).

By means of the chi-square formula, the differences in the proportion can be calculated and a chi-square evaluated. It is the probability of receiving a chi-square of the value discovered that is important. In this study, the .01 level of significance is the rejection level. If the probability of such a high chi-square is .01 or less, the differences in the frequency of responses are deemed to be significant.

Because of the emphasis placed on socio-economic status differences among groups, a further cross-tabulation using the chi-square test was performed on the data with the socio-economic status of the groups controlled.

These treatments provided frequency and percentage frequency tables as well as the chi-square and probability statistics. Three sets of tables became available. One set showed differences among the three groups, but not indicating where the differences occurred. Another set showed differences between each of the three pairs of

groups and a third set indicated the differences when socio-economic status was controlled.

Because some of the frequency tables resulted in expected cell frequencies smaller than five, some of the adjacent cells were combined. Siegel suggests that

When k is larger than 2 (and then $df > 1$), the χ^2 test may be used if fewer than 20 per cent of the cells have an expected frequency of less than 5 and if no cell has an expected frequency of less than 1. (3, p. 110).

Whenever the expected cell frequencies were perceived to violate the above statement, adjacent cells were combined. In the tables of Chapters four and five, the degrees of freedom will be an indication of whether the cells were combined for the analysis. This happened in sixteen tables.

The tables in the following chapters describe some of the value indicators discussed earlier. No attempt was made to describe them all in detail. Only the pertinent facts were retained and described.

V. SUMMARY

In this chapter, the questionnaire was described in some detail. A description of the sample, showing the distribution of the sample in respect to sex, grade, student group, and socio-economic status of the students was provided. Four hundred and two students were included in the Edmonton student group, 251 students in the Jewish student group, and 354 students in the French student group. It was made evident that care was taken to translate the English questionnaire into French for the French-speaking students of Montreal.

A discussion of the operation of the non-parametric chi-square test was included. It was noted that a probability of .01 or less will be sufficient for statistical significance among the responses to the questionnaires by the three student groups.

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CHAPTER IV

DEMOGRAPHIC DESCRIPTION

A major purpose of this research was to compare the three groups of students in order to determine whether they belonged to different cultures or sub-cultures. An examination of their value indicators was made. To ensure that the differences in aspirations, activities, and attitudes discovered were actually a factor of differing sub-cultures, it was necessary to determine that the groups were comparable.

The primary purpose of the data presented in this chapter was to compare demographic characteristics of the three groups so that it could be stated with some evidence that the groups were comparable. To do this, such characteristics of the groups as socio-economic status, age, grade and sex, size of family, and mother's role in the family were considered. When significant differences among the groups on any of the above characteristics were found, the data were controlled for socio-economic status and comparisons were made again. Thus, because most of the significant differences disappeared when the data were controlled for socio-economic status, the importance of this control was revealed.

Socio-economic Status

The data in Table I of chapter three provided five levels of socio-economic status. For the purpose of this analysis, these were

collapsed into three levels as indicated in Table III. Levels one and two from Table I were collapsed to form the lower socio-economic status category, level three was designated the middle socio-economic category, and levels four and five were combined to form the upper socio-economic category. A chi-square of 193.309 indicates that significant difference existed among the three student groups when compared on the basis of their socio-economic status. However, a further analysis between each pair of groups provided evidence of the location of the significance. A chi-square analysis of each variable was performed between each pair of student groups, and significance at or beyond the .01 level was reported. This statistic may be found on each table reporting the total group (see Table III).

These analyses showed that significant differences in socio-economic status existed between the Jewish and French groups, and between the Edmonton and French groups, but not between the Edmonton and Jewish groups. It is apparent from Table III that the French with 70 per cent of their group in the lower socio-economic category, 23 per cent in the middle category, and 7 per cent in the upper category had a significantly greater per cent of their members in the lower category than did the Edmonton group with only 32 per cent in the lower category, or the Jewish group also with 32 per cent of their members in the lower socio-economic status category.

For the remainder of the data analysis, a particular procedure was followed. First, a table showing the total sample was described. If no significant differences among or between the groups were found,

TABLE III
PERCENTAGE DISTRIBUTION OF EACH SOCIO-ECONOMIC
STATUS LEVEL BY STUDENT GROUP

Socio-economic Level	Student Group ^a			Total (1007)
	A (402) ^b	B (251)	C (354)	
Lower	32.4%	31.8%	70.6%	45.7%
Middle	30.8	27.9	22.6	27.2
Upper	36.8	40.2	6.8	27.1
Percentage of Total Sample	39.9	24.9	35.2	100.0

Chi-square = 193.309 df = 8 $p < 0.001$ AC, BC^c

^aGroup A - Edmonton Students
B - Jewish Students
C - French Students

^bNumbers in brackets are frequencies.

^cThese paired letters indicate significant differences between student groups $p \leq .01$ (i.e., between groups A and B, A and C, and B and C).

further investigation of the particular characteristic was not undertaken. However, if significant differences were noted, a chi-square was completed on the data controlled for socio-economic status, and tables for the three levels of status were included in the text.

Grade and Sex

Table IV provides information about the sex and grade of the students in the three samples. As there were approximately equal percentages of students in each cell, no significant differences in percentages of students existed among or between student groups in terms of sex and grade. Thus any differences among the groups cannot be attributed to grade or sex differences.

Age

Table V shows that some of the Edmonton and Jewish students were slightly younger than the French students. In the total sample, about 60 per cent of the Edmonton and Jewish students were fifteen or younger, whereas only about 40 per cent of the French students were of that age. The seventeen year and older groups contained about the same percentage of French students as Jewish and Edmonton students combined.

However, when socio-economic status was controlled, these differences disappeared, as shown in Table VI. Thus since socio-economic status was controlled in the analysis it was deemed unnecessary to control for age.

Size of Family

As the size of family undoubtedly has an effect on the allocation

TABLE IV
PERCENTAGE DISTRIBUTION OF STUDENTS IN EACH
GRADE AND SEX BY STUDENT GROUP

Grade and Sex	Student Group			Total (1007)
	A (402)	B (251)	C (354)	
Grade nine boys	15.4%	22.3%	18.4%	18.2%
Grade nine girls	16.7	18.7	17.5	17.5
Grade ten boys	16.9	15.1	13.0	15.1
Grade ten girls	21.1	20.3	15.8	19.1
Grade eleven boys	14.4	12.0	16.9	14.7
Grade eleven girls	15.4	11.6	18.4	15.5
Percentage of Total Sample	39.9	24.9	35.2	100.0

Chi-square = 16.336 df = 10 p = 0.090

TABLE V
PERCENTAGE DISTRIBUTION OF STUDENTS IN EACH AGE CATEGORY
BY STUDENT GROUP

Age	Student Group			Total (1006)
	A (402)	B (251)	C (353)	
14 or younger	23.4%	25.9%	19.5%	22.7%
15	37.1	30.3	23.5	30.6
16	28.4	32.7	34.0	31.4
17	8.2	11.2	16.4	11.8
18 or older	3.0	0.0	6.5	3.5
Percentage of Total Sample	40.0	25.0	35.1	100.0

Chi-square = 45.357 df = 8 $p < 0.001$ AC, BC

TABLE VI
PERCENTAGE DISTRIBUTION OF STUDENTS IN EACH AGE CATEGORY
BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Age	Student Group			Total (459)
	A (130)	B (80)	C (249)	
14 or younger	19.2%	13.7%	18.5%	17.9%
15	31.5	27.5	24.1	26.8
16	33.8	41.3	33.7	35.1
17	10.8	17.5	16.9	15.3
18 or older	4.6	0.0	6.8	5.0
Percentage of Total Sample	28.3	17.4	54.2	100.0
Chi-square = 11.875 df = 8 p = 0.157				
Middle Socio-economic Status				
Age	Student Group			Total (274)
	A (124)	B (70)	C (80)	
14 or younger	16.1%	24.3%	21.2%	19.7%
15	41.9	35.7	22.5	34.7
16	28.2	30.0	32.5	29.9
17	11.3	10.0	16.2	12.4
18 or over	2.4	0.0	7.5	3.3
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 15.584 df = 8 p = 0.048				
Upper Socio-economic Status				
Age	Student Group			Total (274)
	A (148)	B (101)	C (24)	
14 or younger	33.1%	36.6%	25.0%	33.7%
15	37.8	28.7	20.8	33.0
16	23.6	27.7	41.7	26.7
17	3.4	6.9	12.5	5.5
18 or older	2.0	0.0	0.0	1.1
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 7.673 df = 6 p = 0.361				

of the family's resources, it was felt important to discover the number of brothers and sisters of the students in the study.

Table VII shows that the French students were members of larger families than the Edmonton students, who were members of larger families than the Jewish students. Thirty-eight per cent of the Jewish students had one or no brothers and sisters, but 21 per cent of the Edmonton students and 25 per cent of the French students were in the same category. Thirty-six per cent of the French students, 28 per cent of the Edmonton students, and only 17 per cent of the Jewish students had four or more brothers and sisters.

However, when the data were controlled for socio-economic status as shown in Table VIII, the differences disappeared in the middle and upper socio-economic status groups, but remained in the lower socio-economic group. In the lower socio-economic status groups, 25 per cent of the French, 41 per cent of the Jewish, and 17 per cent of the Edmonton students reported that they had one or no brothers and sisters. Thirty-seven per cent of the French, 20 per cent of the Jewish, and 35 per cent of the Edmonton lower status students gave indications that they had four or more brothers and sisters. These differences were not nearly as apparent as they were in the total sample before socio-economic status was controlled. Therefore since the upper and middle status groups showed no significant differences in size of family, and the lower status groups' differences were not very strong, it was felt unnecessary to control for the size of family.

TABLE VII
PERCENTAGE DISTRIBUTION SHOWING NUMBER OF
BROTHERS AND SISTERS BY STUDENT GROUP

Number	Student Group			Total (1002)
	A (402)	B (250)	C (350)	
None	3.7%	4.8%	6.3%	4.9%
One	17.7	32.8	18.9	21.9
Two	29.6	27.6	24.6	27.3
Three	21.4	17.6	14.0	17.9
Four or More	27.6	17.2	36.3	28.0
Percentage of Total Sample	40.1	25.0	34.9	100.0

Chi-square = 47.342 df = 8 $p < 0.001$ AB, AC, BC

TABLE VIII

PERCENTAGE DISTRIBUTION SHOWING NUMBER OF BROTHERS AND SISTERS
BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Number	Student Group			Total (455)
	A (130)	B (79)	C (246)	
None	3.1%	8.9%	7.3%	6.4%
One	13.8	31.6	17.5	18.9
Two	24.6	22.8	25.2	24.6
Three	23.8	16.5	13.4	16.9
Four or more	34.6	20.3	36.6	33.2
Percentage of Total Sample	28.6	17.4	54.1	100.0
Chi-square = 22.678 df = 8 p = 0.004				
Middle Socio-economic Status				
Number	Student Group			Total (274)
	A (124)	B (70)	C (80)	
None	4.8%	4.3%	3.7%	4.4%
One	20.2	30.0	21.2	23.0
Two	28.2	28.6	25.0	27.4
Three	21.8	12.9	15.0	17.5
Four or more	25.0	24.3	35.0	27.7
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 6.997 df = 8 p = 0.537				
Upper Socio-economic Status				
Number	Student Group			Total (273)
	A (148)	B (101)	C (24)	
None	3.4%	2.0%	4.2%	2.9%
One	18.9	35.6	25.0	25.6
Two	35.1	30.7	16.7	31.9
Three	18.9	21.8	16.7	19.8
Four or more	23.6	9.9	37.5	19.8
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 19.661 df = 8 p = 0.012				

Mother's Role

The students in the three groups were asked if their mother had a job outside the home. Significantly fewer French students than Edmonton or Jewish students reported that their mothers had a job outside the home. It can be seen in Table IX that 45 per cent of the Edmonton students, 38 per cent of the Jewish students, and 26 per cent of the French students reported that their mothers held jobs outside the home.

Table X shows the effect of controlling this variable for socio-economic status. No significant differences remained among students of the middle and upper socio-economic status categories, but still existed among the lower socio-economic status student groups. Only 22 per cent of the French lower status students compared to over 40 per cent of the Edmonton and Jewish lower status students reported that their mothers worked outside the home.

Because most of the significant differences disappeared when socio-economic status was controlled, it was felt unnecessary to control for this variable as well.

Summary

The evidence in this chapter has shown that the three groups of students were very similar in the distribution of students by grade and sex. It showed also that the groups differed significantly in terms of socio-economic status. A greater percentage of the Jewish students were members of the upper status category than were the Edmonton or French students, and a greater percentage of French

TABLE IX
 PERCENTAGE DISTRIBUTION OF MOTHERS WHO HAVE A JOB
 OUTSIDE THE HOME BY STUDENT GROUP

Reply	Student Group			Total (993)
	A (397)	B (251)	C (345)	
Yes	45.1%	37.5%	25.8%	36.5%
No	54.9	62.5	74.2	63.5
Percentage of Total Sample	40.0	25.3	34.7	100.0

Chi-square = 29.797 df = 2 $p < 0.001$ AC, BC

TABLE X

PERCENTAGE DISTRIBUTION OF MOTHERS WHO HAVE A JOB OUTSIDE
THE HOME BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Reply	Student Group			Total (450)
	A (128)	B (80)	C (242)	
Yes	45.3%	41.3%	21.9%	32.0%
No	54.7	58.8	78.1	68.0
Percentage of Total Sample	28.4	17.8	53.8	100.0
Chi-square = 24.914 df = 2 p < 0.001				
Middle Socio-economic Status				
Reply	Student Group			Total (272)
	A (123)	B (70)	C (79)	
Yes	49.6%	34.3%	36.7%	38.4%
No	50.4	65.7	63.3	58.1
Percentage of Total Sample	45.2	25.7	29.0	100.0
Chi-square = 5.532 df = 2 p = 0.063				
Upper Socio-economic Status				
Reply	Student Group			Total (271)
	A (146)	B (101)	C (24)	
Yes	41.1%	36.6%	29.2%	38.4%
No	58.9	63.4	70.8	61.6
Percentage of Total Sample	53.9	37.3	8.9	100.0
Chi-square = 1.447 df = 2 p = 0.485				

students were members of the lower socio-economic category than were noted in the other two groups. Because of this difference in distribution for socio-economic status, it was deemed necessary to compare the remainder of the variables on the basis of socio-economic status controlled.

Although more of the Edmonton and Jewish students were younger than the French students, when the age variable was controlled as to socio-economic status and the groups compared again, the differences were no longer significant. Significant differences in size of family, and in the mother's role in the family were noted, but these differences were not found among the middle and upper socio-economic groups. They remained, however, for the lower status groups.

From the evidence found in this chapter, it is evident that though differences in demographic characteristics existed among the groups, controlling for socio-economic status provided very similar characteristics among the groups. Thus the variables used to denote aspirations, activities, and attitudes which showed significant differences would unlikely be different as a result of these demographic characteristics. Any differences noted among the three student groups could likely be attributed to cultural differences.

CHAPTER V

ANALYSIS OF THE VALUE INDICATORS

In terms of grade, sex, age, size of family, and the mother's role in the family, differences among the groups studied were not significant when socio-economic status was controlled. Therefore it was believed that differences noted in the remainder of the study would not likely be associated with differences in sex, age, or other demographic characteristics. The major purpose of this chapter was to compare these groups, first in total samples, and then in socio-economic controlled groups in order to discover differences in the value indicators, aspirations, activities, and attitudes among the three student groups. The results of the comparisons made among and between the three groups of students are found in this chapter.

I. ASPIRATION

The first value indicator selected for analysis was aspiration. Answers to the following questions were sought. Do the students of the three groups differ in their hopes, plans, and expectations for the future? Do they differ in the educational and financial attainment they anticipate ten years from now? Are there differences in the percentages who have chosen their profession? Do they differ in their educational plans? From the analysis of the responses to questions of this nature an estimate of the differences in aspiration

that existed among the groups was obtained.

Education and Job Outlook

High school education. It has become more and more evident that a high school education is not necessarily terminal, and that many opportunities for further education are available. The students were asked if they were presently enrolled in a university entrance, a general, a commercial, or a vocational program. As expected, a large percentage of each group were enrolled in university entrance courses, but more of the Jewish students than either of the French or Edmonton students were enrolled in university entrance courses. The French students outnumbered the other two groups in terms of per cent enrolled in general courses. A considerably larger per cent of Edmonton students than the others were enrolled in vocational courses. Table XI summarizes the findings. Fifty-five per cent of the Edmonton students, 65 per cent of the Jewish students, and 54 per cent of the French students were enrolled in the university entrance courses. Forty-two per cent of the French students, compared to only 28 per cent of the Edmonton and Jewish students were enrolled in the general program, but 11 per cent of the Edmonton students were enrolled in the vocational program, and only 2 per cent of the Jewish and less than one per cent of the French students were thus enrolled.

When each socio-economic status level was considered individually, these differences almost disappeared. It is seen in Table XII that no

TABLE XI
PERCENTAGE DISTRIBUTION OF STUDENTS TAKING
EACH COURSE NOW BY STUDENT GROUP

Course	Student Group			Total (997)
	A (394)	B (250)	C (353)	
University entrance	55.6%	64.8%	54.1%	57.4%
General	28.2	28.0	41.6	32.9
Commercial	5.8	5.2	4.0	5.0
Vocational	10.8	2.0	0.3	4.7
Percentage of Total Sample	39.5	25.1	35.4	100.0
Chi-square = 62.991 df = 6 p < 0.001 AB, AC, BC				

TABLE XII
PERCENTAGE DISTRIBUTION OF STUDENTS TAKING EACH COURSE NOW
BY STUDENT GROUP SOCIO_ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Course	Student Group			Total (456)
	A (128)	B (79)	C (249)	
University entrance	42.2%	48.1%	49.4%	47.1%
General	32.8	36.7	45.8	40.6
Commercial	8.6	12.7	4.8	7.2
Vocational	16.4	2.5	0.0	5.0
Percentage of Total Sample	28.1	17.3	54.6	100.0
Chi-square = 56.663 df = 6 p < 0.001				
Middle Socio-economic Status				
Course	Student Group			Total (272)
	A (122)	B (70)	C (80)	
University entrance	60.7%	70.0%	62.5%	63.6%
General	24.6	22.9	33.7	26.8
Commercial	5.7	4.3	2.5	4.4
Vocational	9.0	2.9	1.2	5.1
Percentage of Total Sample	44.9	25.7	29.4	100.0
Chi-square = 9.396 df = 4 p = 0.052				
Upper Socio-economic Status				
Course	Student Group			Total (269)
	A (144)	B (101)	C (24)	
University entrance	63.2%	74.3%	75.0%	68.4%
General	27.1	24.8	25.0	26.0
Commercial	3.5	0.0	0.0	1.9
Vocational	6.2	1.0	0.0	3.7
Percentage of Total Sample	53.5	37.5	8.9	100.0
Chi-square = 10.951 df = 4 p = 0.027				

significant differences remained in the upper and middle socio-economic categories. In the lower status category though, one significant difference appeared. The lower socio-economic Jewish students indicated that 13 per cent were enrolled in commercial courses, but only 9 per cent of the Edmonton students and 5 per cent of the French students indicated similar responses. The French students with 49 per cent, and the Jewish students with 48 per cent of their students enrolled in university entrance courses outnumbered the Edmonton students with 42 per cent in the same courses. Sixteen per cent of the Edmonton lower status students reported that they were enrolled in the vocational program, and only 2 per cent of the Jewish and none of the French lower status students were enrolled in vocational programs. An interesting aspect appeared in this analysis. For all three groups the percentage of students enrolled in university entrance courses increased as the socio-economic status went from lower to upper. A chi-square of 47.823 with $df = 12$, and a probability of < 0.001 indicated that these differences were significant. This provides evidence to show the importance of socio-economic status control for any study of this kind.

School leaving. The students were asked if they planned to leave school before graduation. Table XIII shows that most of the students (over 90%) did not wish to leave school before graduation; regardless of the group to which the students belonged, they recognized the need for at least completing high school.

TABLE XIII
PERCENTAGE DISTRIBUTION OF STUDENTS WHO WOULD LEAVE SCHOOL
BEFORE GRADUATION BY STUDENT GROUP

Decision	Student Group			Total (1002)
	A (400)	B (250)	C (352)	
Yes	8.2%	6.4%	7.1%	7.4%
No	91.8	93.6	92.9	92.6
Percentage of Total Sample	39.9	25.0	35.1	100.0

Chi-square = 0.833 df = 2 p = 0.659

Job Outlook. "Which one of the following would be most important to you in a job?" To answer this question, the students were given four alternatives: the security of a steady job, the opportunity for rapid promotion, the enjoyment of the work itself, and high income. Almost no differences in overall responses to this question were noted between the Edmonton and Jewish samples, but both these groups responded with significantly different replies than did the French students. The enjoyment of the work itself was important to 65 per cent of the Edmonton students, and 69 per cent of the Jewish students, but to only 41 per cent of the French students. The security of a steady job appealed to 31 per cent of the French students compared to only 18 per cent and 10 per cent of the Edmonton and Jewish students respectively. Table XIV also indicates that more French students were concerned about rapid promotion opportunities than were the other students. In fact three times the percentage of French students as Edmonton students, and twice the percentage of French students as Jewish students were concerned about rapid promotion.

After the data were controlled for socio-economic status, some of these differences ceased to exist. Table XV shows that for middle and upper status students, no significant differences remained. However, for the lower status students, the same differences were noted as were observed in the total sample. Strong emphasis was placed by Jewish students of lower socio-economic status on enjoyment of the work itself. Seventy per cent of the Jewish lower status students, 48 per cent of the Edmonton lower status students,

TABLE XIV
PERCENTAGE DISTRIBUTION OF STUDENTS SELECTING REASONS
FOR JOB IMPORTANCE BY STUDENT GROUP

Reason for importance	Student Group			Total (1000)
	A (400)	B (248)	C (352)	
The security of a steady job	17.7%	10.1%	31.0%	20.5%
The opportunity for rapid promotion	4.5	6.9	12.5	7.9
The enjoyment of the work itself	65.5	69.0	41.2	57.8
High income	12.2	14.1	15.3	13.8
Percentage of Total Sample	40.0	24.8	35.2	100.0

Chi-square = 76.595 df = 6 p < 0.001 AC, BC

TABLE XV
PERCENTAGE DISTRIBUTION OF STUDENTS SELECTING REASONS FOR
JOB IMPORTANCE BY STUDENT GROUP SOCIO-ECONOMIC STATUS
CONTROLLED

Lower Socio-economic Status				
	Student Group			
Reason for importance	A (128)	B (78)	C (248)	Total (454)
The security of a steady job	25.0%	11.5%	33.5%	27.3%
The opportunity for rapid promotion	3.1	9.0	13.3	9.7
The enjoyment of the work itself	57.8	70.5	37.1	48.7
High income	14.1	9.0	16.1	14.3
Percentage of Total Sample	28.2	17.2	54.6	100.0
Chi-square = 38.673 df = 6 p < 0.001				
Middle Socio-economic Status				
	Student Group			
Reason for importance	A (124)	B (70)	C (80)	Total (274)
The security of a steady job	18.5%	14.3%	26.2%	19.7%
The opportunity for rapid promotion	6.5	7.1	10.0	7.7
The enjoyment of the work itself	66.1	64.3	48.8	60.6
High income	8.9	14.3	15.0	12.0
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 8.244 df = 6 p = 0.221				
Upper Socio-economic Status				
	Student Group			
Reason for importance	A (148)	B (100)	C (24)	Total (272)
The security of a steady job	10.8%	6.0%	20.8%	9.9%
The opportunity for rapid promotion	4.1	5.0	12.5	5.1
The enjoyment of the work itself	71.6	71.0	58.3	70.2
High income	13.5	18.0	8.3	14.7
Percentage of Total Sample	54.4	36.8	8.8	100.0
Chi-square = 9.491 df = 6 p = 0.148				

and only 37 per cent of the French lower status students felt that work enjoyment was very important.

Chosen profession. The students of the three groups were asked to indicate whether they had chosen a profession. Table XVI shows that the responses of the Edmonton students were similar to those of the Jewish students, but significantly different from those of the French students. Significantly more French students (67%) than Edmonton students (52%) or Jewish students (45%) had chosen their profession.

The differences noted above still remained when the data were controlled for socio-economic status. As seen in Table XVII, more French students had chosen their profession than had Edmonton or Jewish students in all three socio-economic categories.

Higher education. In terms of plans for professional education, the Jewish students appeared to be oriented more in that direction than were the students of the other two groups. Table XVIII provides the information that 81 per cent of the Jewish students, 55 per cent of the Edmonton students, and 45 per cent of the French students planned to attend higher educational institutions after graduation. Fourteen per cent of the Jewish students were undecided, and 5 per cent were not planning to attend higher educational institutions, whereas 21 per cent of the Edmonton students and 30 per cent of the French students had decided not to attend.

Table XIX shows that controlling for socio-economic status

TABLE XVI
PERCENTAGE DISTRIBUTION OF STUDENTS WHO HAVE
CHOSEN THEIR PROFESSION BY STUDENT GROUP

Decision	Student Group			Total (989)
	A (399)	B (246)	C (344)	
Yes	52.4%	45.5%	67.2%	55.8%
No	47.6	54.5	32.8	44.2
Percentage of Total Sample	40.3	24.9	34.8	100.0

Chi-square = 30.388 df = 2 $p < 0.001$ AC, BC

TABLE XVII

PERCENTAGE DISTRIBUTION OF STUDENTS WHO HAVE CHOSEN THEIR
PROFESSION BY STUDENT GROUP SOCIO-ECONOMIC
STATUS CONTROLLED

Lower Socio-economic Status				
Decision	Student Group			Total (449)
	A (129)	B (78)	C (242)	
Yes	52.7%	47.4%	65.3%	58.6%
No	47.3	52.6	34.7	41.4
Percentage of Total Sample	28.7	17.4	53.9	100.0
Chi-square = 10.311 df = 2 p = 0.006				
Middle Socio-economic Status				
Decision	Student Group			Total (270)
	A (123)	B (69)	C (78)	
Yes	56.1%	44.9%	69.2%	57.0%
No	43.9	55.1	30.8	43.0
Percentage of Total Sample	45.6	25.6	28.9	100.0
Chi-square = 8.906 df = 2 p = 0.012				
Upper Socio-economic Status				
Decision	Student Group			Total (270)
	A (147)	B (99)	C (24)	
Yes	49.0%	44.4%	79.2%	50.0%
No	51.0	55.6	20.8	50.0
Percentage of Total Sample	54.4	36.7	8.9	100.0
Chi-square = 9.450 df = 2 p = 0.009				

TABLE XVIII
 PERCENTAGE DISTRIBUTION OF STUDENTS PLANNING
 PROFESSIONAL EDUCATION AFTER HIGH SCHOOL
 BY STUDENT GROUP

Decision	Student Group			Total (996)
	A (400)	B (251)	C (345)	
Yes	55.5%	80.9%	44.9%	58.2%
Undecided	23.5	14.3	25.5	21.9
No	21.0	4.8	29.6	19.9
Percentage of Total Sample	40.2	25.2	34.6	100.0

Chi-square = 87.487 df = 4 p < 0.001 AB,BC,AC

TABLE XIX

PERCENTAGE DISTRIBUTION OF STUDENTS PLANNING PROFESSIONAL
EDUCATION AFTER HIGH SCHOOL BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Decision	Student Group			Total (451)
	A (129)	B (80)	C (242)	
Yes	39.5%	67.5%	37.2%	43.2%
Undecided	34.9	21.2	27.7	28.6
No	25.6	11.2	35.1	28.2
Percentage of Total Sample	28.6	17.7	53.7	100.0
Chi-square = 29.306 df = 4 p < 0.001				
Middle Socio-economic Status				
Decision	Student Group			Total (272)
	A (125)	B (70)	C (79)	
Yes	56.9%	84.3%	59.5%	64.7%
Undecided	16.3	12.9	24.1	17.6
No	26.8	2.9	16.5	17.6
Percentage of Total Sample	45.2	25.7	29.0	100.0
Chi-square = 23.131 df = 4 p < 0.001				
Upper Socio-economic Status				
Decision	Student Group			Total (273)
	A (148)	B (101)	C (24)	
Yes	68.2%	89.1%	75.0%	76.6%
Undecided	19.6	9.9	8.3	15.0
No	12.2	1.0	16.7	8.4
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 18.977 df = 4 p < 0.001				

made little difference in the results. In the upper status groups, the French students with 75 per cent and the Edmonton students with 68 per cent of their groups saying "yes" to the higher education question were outnumbered by the 89 per cent "yes" response by the Jewish students. Similar differences were noticed for the students in the middle and lower status categories.

It was noted in Table XI that more Edmonton students than French or Jewish students were enrolled in vocational programs in high school. Similar results were discovered in the higher education area. Twenty-two per cent of the Edmonton students replied that they expected to attend a technical institute after high school graduation, but only thirteen per cent of the French students and 8 per cent of the Jewish students indicated similar plans. Table XX shows that these differences were significant between the Edmonton and Jewish student groups, and between the Edmonton and French student groups, but not between the Jewish and French student groups.

As might be expected, controlling for socio-economic status almost removed the differences associated among the groups, particularly among the middle and upper status groups. Table XXI shows, however, that 28 per cent of the lower status Edmonton students and only 10 per cent of the French lower status students, and 5 per cent of the lower status Jewish students were planning to attend a technical school.

TABLE XX
 PERCENTAGE DISTRIBUTION OF STUDENTS PLANNING TO ATTEND
 A TECHNICAL INSTITUTE BY STUDENT GROUP

Decision	Student Group			Total (999)
	A (399)	B (250)	C (350)	
Yes	22.3%	8.4%	12.6%	15.4%
Undecided	37.1	24.8	32.3	32.3
No	40.6	66.8	55.1	52.3
Percentage of Total Sample	39.9	25.0	35.0	100.0

Chi-square = 50.341 df = 4 p < 0.001 AB,AC

TABLE XXI
 PERCENTAGE DISTRIBUTION OF STUDENTS PLANNING TO ATTEND
 A TECHNICAL INSTITUTE BY STUDENT GROUP
 SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Decision	Student Group			Total (457)
	A (130)	B (80)	C (247)	
Yes	28.5%	5.0%	9.7%	14.2%
Undecided	39.2	21.2	29.6	30.9
No	32.3	73.8	60.7	54.9
Percentage of Total Sample	28.4	17.5	54.0	100.0
Chi-square = 51.109 df = 4 p < 0.001				
Middle Socio-economic Status				
Decision	Student Group			Total (271)
	A (122)	B (70)	C (79)	
Yes	18.9%	15.7%	19.0%	18.1%
Undecided	44.3	27.1	40.5	38.7
No	36.9	57.1	40.5	43.2
Percentage of Total Sample	45.0	25.8	29.2	100.0
Chi-square = 8.158 df = 4 p = 0.086				
Upper Socio-economic Status				
Decision	Student Group			Total (271)
	A (147)	B (100)	C (24)	
Yes	19.7%	6.0%	20.8%	14.8%
Undecided	29.3	26.0	33.3	28.4
No	51.0	68.0	45.8	56.8
Percentage of Total Sample	54.2	36.9	8.9	100.0
Chi-square = 12.282 df = 4 p = 0.015				

Future Educational and Financial Attainment

Education. Table XXII shows the results of responses to the question, "What is the highest level of education you expect to have actually attained ten years from now?" The big differences may be seen at the university degree level and professional degree level. A significantly greater percentage of the Jewish students expected to have attained a university or professional degree during the next ten years than did the French or Edmonton students. More Edmonton students (29%) than French students (16%) expected to receive a university degree, but fewer Edmonton students (12%) than French students (17%) anticipated a professional degree. About 40 per cent of the Edmonton and French students reported that they did not expect to attend university, but only 13 per cent of the Jewish students felt this way.

Table XXIII shows that similar differences were evident when the groups were controlled for socio-economic status. In all three socio-economic status categories, a greater percentage of the Jewish students than the others expected to have at least some university training.

Financial. When asked what income bracket they expected to be in ten years from now, more of the Jewish students than others responded in the highest bracket. Table XXIV shows that under \$6,000 per year was expected by 31 per cent of the Edmonton students, 29 per cent of the French students, and only 22 per cent of the Jewish students; a total of \$9,000 or more was expected by 46 per cent of the Jewish

TABLE XXII
 PERCENTAGE DISTRIBUTION SHOWING HIGHEST LEVEL
 OF EDUCATIONAL ATTAINMENT EXPECTED TEN YEARS
 FROM NOW BY STUDENT GROUP

Level of education	Student Group			Total (989)
	A (401)	B (246)	C (342)	
Not finished high school	2.0%	2.0%	3.8%	2.6%
High school graduate or Technical Institute graduate	38.7	11.0	39.2	32.0
Some University	18.2	21.1	23.7	20.8
University degree	28.7	35.0	16.4	26.0
Professional degree	12.5	30.9	17.0	18.6
Percentage of Total Sample	40.5	24.9	34.6	100.0

Chi-square = 100.00 df = 8 $p < 0.001$ AB,AC,BC

TABLE XXIII

PERCENTAGE DISTRIBUTION SHOWING HIGHEST LEVEL OF EDUCATIONAL
ATTAINMENT EXPECTED TEN YEARS FROM NOW BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Level of education	Student Group			Total
	A (129)	B (79)	C (240)	
Not finished high school	3.1%	3.8%	4.6%	4.0%
High school graduate or Technical Institute graduate	55.8	17.7	45.0	43.0
Some University	14.7	30.4	25.4	23.2
University degree	17.1	24.1	12.1	15.6
Professional degree	9.3	24.1	12.9	13.8
Percentage of Total Sample	18.8	17.6	53.6	100.0
Chi-square = 37.185 df = 8 p < 0.001				
Middle Socio-economic Status				
Level of education	Student Group			Total
	A (124)	B (67)	C (78)	
Not finished high school	3.2%	1.5%	2.6%	2.6%
High school graduate or Technical Institute graduate	39.5	13.4	24.4	28.6
Some University	17.7	23.9	21.8	20.4
University degree	31.5	37.3	25.6	31.2
Professional degree	8.1	23.9	25.6	17.1
Percentage of Total Sample	46.1	24.9	29.0	100.0
Chi-square = 25.064 df = 8 p = 0.002				
Upper Socio-economic Status				
Level of education	Student Group			Total
	A (148)	B (100)	C (24)	
Not finished high school	0.0%	1.0%	0.0%	0.4%
High school graduate or Technical Institute graduate	23.0	4.0	29.2	16.5
Some University	21.6	12.0	12.5	17.3
University degree	36.5	42.0	29.2	37.9
Professional degree	18.9	41.0	29.2	27.9
Percentage of Total Sample	54.4	36.8	8.8	100.0
Chi-square = 28.715 df = 6 p 0.001				

TABLE XXIV
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO EXPECT TO BE
 IN EACH INCOME BRACKET TEN YEARS FROM TODAY
 BY STUDENT GROUP

Annual Income	Student Group			Total (983)
	A (387)	B (247)	C (349)	
Below \$3,000	3.1%	4.9%	4.9%	4.2%
\$3,000 to \$5,999	28.7	17.0	24.4	24.2
\$6,000 to \$8,999	38.2	32.4	33.2	35.0
\$9,000 to \$12,000	20.2	24.3	26.6	23.5
More than \$12,000	9.8	21.5	10.9	13.1
Percentage of Total Sample	39.4	25.1	35.5	100.0

Chi-square = 33.205 df = 8 p < 0.001 AB,BC

students, 30 per cent of the Edmonton students, and 37 per cent of the French students.

When the data were controlled for socio-economic status, no significant differences remained among the lower status groups, but were still found in the middle and upper status groups. Table XXV shows that 51 per cent of the French middle status students expected to receive \$9,000 or more per year, but 49 per cent of the Jewish and 24 per cent of the Edmonton middle status students expected that level of income. The differences were noted also in the upper status student groups. While 67 per cent of the upper status French students expected to attain the \$9,000 or more income per year, only 37 per cent of the same status Edmontonians and 49 per cent of the Jewish upper status students had such high hopes. No upper status French students, but 22 per cent of the Jewish upper status students and 27 per cent of the Edmonton upper status students felt that they would earn less than \$6,000 per year.

Success in Life

Tables XXVI and XXVII provide the information indicating that no significant differences appeared among or between the groups in regard to the characteristics necessary for success in life, or in the perception of the most important characteristic for the future. For the most important characteristic for success in life, 57 per cent of the Edmonton students, 61 per cent of the Jewish students, and 57 per cent of the French students chose "personality". Only 7 per cent, 8 per cent,

TABLE XXV
PERCENTAGE DISTRIBUTION OF STUDENTS WHO EXPECT TO BE IN EACH
INCOME BRACKET TEN YEARS FROM TODAY BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Annual Income	Student Group			Total
	A (125)	B (79)	C (246)	
Below \$3,000	4.0%	2.5%	6.1%	4.9%
\$3,000 to \$5,999	33.6	20.3	28.9	28.7
\$6,000 to \$8,999	35.2	39.2	34.6	35.6
\$9,000 to \$12,000	20.8	27.8	23.2	23.3
More than \$12,000	6.4	10.1	7.3	7.6
Percentage of Total Sample	27.8	17.6	54.7	100.0
Chi-square = 7.193 df = 8 p = 0.516				
Middle Socio-economic Status				
Annual Income	Student Group			Total
	A (119)	B (67)	C (79)	
Below \$3,000	2.5%	3.0%	2.5%	2.6%
\$3,000 to \$5,999	29.4	17.9	17.7	23.0
\$6,000 to \$8,999	43.7	29.9	29.1	35.8
\$9,000 to \$12,000	14.3	22.4	35.4	22.6
More than \$12,000	10.1	26.9	15.2	15.8
Percentage of Total Sample	44.9	25.3	29.8	100.0
Chi-square = 24.629 df = 8 p = 0.002				
Upper Socio-economic Status				
Annual Income	Student Group			Total
	A (143)	B (101)	C (24)	
Below \$3,000	2.8%	7.9%	0.0%	4.9%
\$3,000 to \$5,999	23.8	13.9	0.0	17.9
\$6,000 to \$8,999	36.4	28.7	33.3	33.2
\$9,000 to \$12,000	24.5	22.8	33.3	24.6
More than \$12,000	12.6	26.7	33.3	19.8
Percentage of Total Sample	53.4	37.7	9.0	100.0
Chi-square = 22.984 df = 8 p = 0.003				

TABLE XXVI
 PERCENTAGE DISTRIBUTION OF STUDENTS SELECTING MOST IMPORTANT
 CHARACTERISTIC NECESSARY FOR SUCCESS IN LIFE
 BY STUDENT GROUP

Characteristic	Student Group			Total (1003)
	A (400)	B (251)	C (352)	
Money	7.0%	8.0%	12.2%	9.1%
Athletics	0.5	0.0	0.6	0.4
Personality	56.8	61.0	56.8	57.8
Academic achievement	18.5	19.1	20.2	19.2
Friendliness	17.3	12.0	10.2	13.5
Percentage of Total Sample	39.9	25.0	35.1	100.0

Chi-square = 15.689 df = 8 p = 0.047

TABLE XXVII
 PERCENTAGE DISTRIBUTION OF STUDENTS SELECTING
 MOST IMPORTANT CHARACTERISTIC FOR FUTURE
 BY STUDENT GROUP

Characteristic	Student Group			Total (995)
	A (398)	B (251)	C (346)	
Academic achievement	84.2%	82.9%	87.6%	85.0%
Popularity	13.1	14.3	9.0	12.0
Sports, cheerleading	2.8	2.8	3.5	3.0
Percentage of Total Sample	40.0	25.2	34.8	100.0

Chi-square = 5.000 df = 4 p = 0.287

and 12 per cent, respectively, chose "money" as most important. Athletics as a characteristic important for success was chosen by less than 1 per cent of each group, and friendliness by about 12 per cent of each group.

Academic achievement came out best in terms of the most important characteristic for the future. Eighty-five per cent of the Edmonton students, 83 per cent of the Jewish students, and 88 per cent of the French students felt that academic achievement was most important for their future. Sports, and cheerleading were felt as most important for the future by 3 per cent of the total group.

From the results of the two questions analyzed above, it seems evident that the three groups did not differ significantly in the perception of what is most important for success in life and for what is most important for their own future. All students in the samples valued academic achievement and personality most highly and did not feel that sports or athletics were very important for success or for their future life.

Worries

One could anticipate from the previous section that student worries may revolve around academic achievement and personality. Students from the three groups responded to the question, "Which one of the following are you really worried about most?" All were concerned with academic success, but more of the French and Jewish students than Edmonton students were concerned about academic success. Forty-eight per cent of the French students, 42 per cent of the Jewish

students, and 39 per cent of the Edmonton students were concerned about academic success. More of the Edmonton students (32%) than Jewish students (22%) or French students (24%) were concerned about acceptance by friends. Table XXVIII also reveals that 21 per cent of the French students, compared to 14 per cent of the Jewish students, and 6 per cent of the Edmonton students were most concerned about their health.

Controlling for socio-economic status as found in Table XXIX, changed the situation very little, except that no significant differences in the area of concern were noted among the middle status groups.

II. ACTIVITIES

Another value indicator, activities, is analyzed in the next section. Some consideration has been given to the students' plans or aspirations for the future. This section is concerned about what students are doing now. What are some of their personal idiosyncracies? What do they do at home, at school, and in the community? Responses to various questions about their activities are analyzed and compared. As in the previous section, each set of students' responses was first compared as three groups of the total sample. Any item which showed that significant differences existed among the Edmonton, Jewish, and French students, was controlled for socio-economic status and compared on each of three status categories. All differences and similarities were noted on tables and the significant ones were discussed.

TABLE XXVIII
 PERCENTAGE DISTRIBUTION SHOWING WHAT STUDENTS
 ARE WORRIED ABOUT MOST BY STUDENT GROUP

Worried about	Student Group			Total (989)
	A (399)	B (245)	C (345)	
Health	6.0%	13.9%	20.6%	13.0%
Academic success	39.3	42.4	47.5	43.0
Acceptance by friends	31.8	22.0	24.3	26.8
Others	22.8	21.6	7.5	17.2
Percentage of Total Sample	40.3	24.8	34.9	100.0

Chi-square = 68.625 df = 6 p < 0.001 AB,AC,BC

TABLE XXIX

PERCENTAGE DISTRIBUTION SHOWING WHAT STUDENTS ARE WORRIED
ABOUT MOST BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			
	A	B	C	Total
Worried about	(130)	(78)	(244)	(452)
Health	8.5%	19.2%	21.3%	17.3%
Academic success	34.6	37.2	47.5	42.0
Acceptance by friends	33.8	23.1	25.0	27.2
Others	23.1	20.5	6.1	13.5
Percentage of Total Sample	28.8	17.3	54.0	100.0
Chi-square = 36.711 df = 6 p < 0.001				
Middle Socio-economic Status				
	Student Group			
	A	B	C	Total
Worried about	(124)	(68)	(77)	(269)
Health	4.0%	17.6%	15.6%	10.8%
Academic success	44.4	36.8	48.1	43.5
Acceptance by friends	27.4	22.1	23.4	24.9
Others	24.2	23.5	13.0	20.8
Percentage of Total Sample	46.1	25.3	28.6	100.0
Chi-square = 14.752 df = 6 p = 0.022				
Upper Socio-economic Status				
	Student Group			
	A	B	C	Total
Worried about	(145)	(99)	(24)	(268)
Health	5.5%	7.1%	29.2%	8.2%
Academic success	39.3	50.5	45.8	44.0
Acceptance by friends	33.8	21.2	20.8	28.0
Others	21.4	21.2	4.2	19.8
Percentage of Total Sample	54.1	36.9	9.0	100.0
Chi-square = 23.029 df = 6 p = 0.001				

Personal Activities

Smoking. What percentage of the students from each of the three groups said that they smoked? A significantly greater number of French students than Edmonton or Jewish students said that they smoked. Twenty-two per cent of the Edmonton students, and 37 per cent of the French students stated that they smoked regularly, but only 5 per cent of the Jewish students admitted to smoking on a regular basis. As shown in Table XXX, 80 per cent of the Jewish students, 58 per cent of the Edmonton students, and 44 per cent of the French students denied smoking at all.

When the data were controlled for socio-economic status, a similar relationship appeared. The largest percentage of non-smokers was found in the Jewish middle status group, and the largest percentage of smokers was found in the French middle status group as shown by Table XXXI.

Drinking beer. There were not many frequent beer drinkers among the students of the three groups, but there were quite a number of occasional beer drinkers in the samples. However, there were significant differences among the replies of the students from the three groups. Ten per cent of the Edmonton students, 4 per cent of the Jewish students, and 5 per cent of the French students claimed to be frequent beer drinkers. Forty per cent of the Edmonton students, 17 per cent of the Jewish students, and 30 per cent of the French students reported that they were occasional beer drinkers. Table XXXII shows then that

TABLE XXX
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO SMOKE
 BY STUDENT GROUP

	Student Group			Total (996)
	A (401)	B (246)	C (349)	
Yes, regularly	21.7%	4.9%	37.2%	23.0%
Yes, occasionally	20.2	14.6	18.9	18.4
No	58.1	80.5	43.8	58.6
Percentage of Total Sample	40.3	24.7	35.0	100.0

Chi-square = 101.993 df = 4 $p < 0.001$ AB,AC,BC

TABLE XXXI

PERCENTAGE DISTRIBUTION OF STUDENTS WHO SMOKE BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (130)	B (79)	C (245)	(454)
Yes, regularly	24.6%	5.1%	36.7%	27.8%
Yes, occasionally	21.5	11.4	16.7	17.2
No	53.8	83.5	46.5	55.1
Percentage of Total Sample	28.6	17.4	54.0	100.0
Chi-square = 40.154 df = 4 p < 0.001				
Middle Socio-economic Status				
	Student Group			Total
	A (124)	B (68)	C (80)	(272)
Yes, regularly	19.4%	1.5%	41.3%	21.3%
Yes, occasionally	25.8	8.8	21.2	20.2
No	54.8	89.7	37.5	58.5
Percentage of Total Sample	45.6	25.0	29.4	100.0
Chi-square = 51.662 df = 4 p < 0.001				
Upper Socio-economic Status				
	Student Group			Total
	A (147)	B (99)	C (24)	(270)
Yes, regularly	21.1%	7.1%	29.2%	16.7%
Yes, occasionally	14.3	21.2	33.3	18.5
No	64.6	71.7	37.5	64.8
Percentage of Total Sample	54.4	36.7	8.9	100.0
Chi-square = 17.590 df = 4 p = 0.001				

TABLE XXXII
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO DRINK BEER
 BY STUDENT GROUP

	Student Group			Total (1003)
	A (401)	B (250)	C (352)	
Yes, frequently	9.5%	3.6%	5.4%	6.6%
Yes, occasionally	39.9	17.2	29.8	30.7
No	50.6	79.2	64.8	62.7
Percentage of Total Sample	40.0	24.9	35.1	100.0

Chi-square = 55.631 df = 4 $p < 0.001$ AB,AC,BC

only 51 per cent of the Edmonton students, 79 per cent of the Jewish students, and 65 per cent of the French students claimed that they never drank beer.

Shown in a like manner in Table XXXIII are the results of the analysis of the same question, but with the data controlled for socio-economic status. In every socio-economic status category, the same significant differences were seen. More French students than Edmonton students said that they drank beer either occasionally or frequently. Fewer Jewish students than students from either of the other groups reported drinking beer.

Dating and going steady. The students were asked to state the frequency of their dating. Forty-two per cent of the Edmonton students claimed that they did not date. This compares with 66 per cent of the Jewish students and 31 per cent of the French students who said that they did not date. Those who reported dating twice a week or more included 19 per cent of the Edmonton students, 1 per cent of the Jewish students, and 35 per cent of the French students. As shown in Table XXXIV the differences were significant between all pairs of groups.

Similar differences were noted after the data were controlled for socio-economic status. The frequency of dating by the French students in each socio-economic status category was higher than that of the students of the other groups, with Jewish students reporting dating less frequently. Table XXXV reveals that the largest percentage of non-dating students were the middle status Jewish students.

TABLE XXXIII

PERCENTAGE DISTRIBUTION OF STUDENTS WHO DRINK BEER BY
STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			
	A (130)	B (80)	C (249)	Total (459)
Yes, frequently	10.0%	2.5%	4.0%	5.4%
Yes, occasionally	40.0	13.7	26.9	28.3
No	50.0	83.8	69.1	66.2
Percentage of Total Sample	28.3	17.4	54.2	100.0
Chi-square = 28.775 df = 4 p < 0.001				
Middle Socio-economic Status				
	Student Group			
	A (124)	B (70)	C (79)	Total (273)
Yes, frequently	12.1%	4.3%	10.1%	9.5%
Yes, occasionally	41.9	20.0	35.4	34.4
No	46.0	75.7	54.4	56.0
Percentage of Total Sample	45.4	25.6	28.9	100.0
Chi-square = 16.310 df = 4 p = 0.003				
Upper Socio-economic Status				
	Student Group			
	A (147)	B (100)	C (24)	Total (271)
Yes, frequently	6.8%	4.0%	4.2%	5.5%
Yes, occasionally	38.1	18.0	41.7	31.0
No	55.1	78.0	54.2	63.5
Percentage of Total Sample	54.2	36.9	8.9	100.0
Chi-square = 14.930 df = 4 p = 0.005				

TABLE XXXIV
PERCENTAGE DISTRIBUTION OF STUDENTS WHO DATE
BY STUDENT GROUP

	Student Group			Total (998)
	A (400)	B (248)	C (350)	
No	42.5%	65.7%	31.1%	44.3%
Yes, about once a month	17.5	25.0	14.3	18.2
Yes, about once a week	20.8	8.1	19.1	17.0
Yes, about twice a week	13.0	0.8	16.3	11.1
Yes, more than twice a week	6.2	0.4	19.1	9.3
Percentage of Total Sample	40.1	24.8	35.1	100.0

Chi-square = 159.716 df = 8 $p < 0.001$ AB, AC, BC

TABLE XXXV
PERCENTAGE DISTRIBUTION OF STUDENTS WHO DATE BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			
	A (129)	B (78)	C (246)	Total (453)
No	41.1%	73.1%	33.7%	42.6%
Yes, about once a month	14.0	19.2	11.8	13.7
Yes, about once a week	21.7	5.1	18.7	17.2
Yes, about twice a week	14.7	2.6	18.3	14.6
Yes, more than twice a week	8.5	0.0	17.5	11.9
Percentage of Total Sample	28.5	17.2	54.3	100.0
Chi-square = 59.437 df = 8 p < 0.001				
Middle Socio-economic Status				
	Student Group			
	A (123)	B (70)	C (80)	Total (273)
No	39.8%	81.4%	25.0%	46.2%
Yes, about once a month	21.1	12.9	22.5	19.4
Yes, about once a week	19.5	4.3	18.8	15.4
Yes, about twice a week	14.6	0.0	8.7	9.2
Yes, more than twice a week	4.9	1.4	25.0	9.9
Percentage of Total Sample	45.1	25.6	29.3	100.0
Chi-square = 74.491 df = 8 p < 0.001				
Upper Socio-economic Status				
	Student Group			
	A (148)	B (100)	C (24)	Total (272)
No	45.9%	49.0%	25.0%	45.2%
Yes, about once a month	17.6	38.0	12.5	24.6
Yes, about once a week	20.9	13.0	25.0	18.4
Yes, about twice a week	10.1	0.0	20.8	7.4
Yes, more than twice a week	5.4	0.0	16.7	4.4
Percentage of Total Sample	54.4	36.8	8.8	100.0
Chi-square = 44.623 df = 8 p < 0.001				

A significantly greater percentage of Jewish students than Edmonton or French students reported that they were not going steady. Table XXXVI shows that 51 per cent of the French students said that they were going steady, but only 20 per cent of the Edmonton students and 10 per cent of the Jewish students reported steady dating.

Controlling the data for socio-economic status did not change the results. Table XXXVII shows that more French students in any of the socio-economic status groups were likely to be going steady than were Edmonton or Jewish students.

Car ownership. Table XXXVIII reveals that no significant differences were observed among the three groups in car ownership by students. However, when each pair of groups was compared, a significant difference was reported between the Edmonton and Jewish samples. The 9 per cent of the Edmonton students who reported car ownership was significantly greater than the 3 per cent of the Jewish students who reported that they owned a car. Seven per cent of the French students reported owning a car.

As revealed in Table XXXIX no significant differences in car ownership were found when the data were controlled for socio-economic status.

Home Activities

Television viewing. The students responded to the question, "About how much time, on the average, do you spend watching TV on

TABLE XXXVI
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO GO STEADY
 BY STUDENT GROUP

	Student Group			
	A (397)	B (249)	C (344)	Total (990)
Yes	20.4%	10.0%	50.9%	28.4%
No	79.6	90.0	49.1	71.6
Percentage of Total Sample	40.1	25.2	34.7	100.0

Chi-square = 139.241 df = 2 $p < 0.001$ AB,AC,BC

TABLE XXXVII

PERCENTAGE DISTRIBUTION OF STUDENTS WHO GO STEADY BY
STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (129)	B (79)	C (242)	(450)
Yes	18.6%	7.6%	52.1%	34.7%
No	81.4	92.4	47.9	65.3
Percentage of Total Sample	28.7	17.6	53.8	100.0
Chi-square = 72.604 df = 2 $p < 0.001$				
Middle Socio-economic Status				
	Student Group			Total
	A (122)	B (70)	C (78)	(270)
Yes	21.3%	12.9%	50.0%	27.4%
No	78.7	87.1	50.0	72.6
Percentage of Total Sample	45.2	25.9	28.9	100.0
Chi-square = 29.738 df = 2 $p < 0.001$				
Upper Socio-economic Status				
	Student Group			Total
	A (146)	B (100)	C (24)	(270)
Yes	21.2%	10.0%	41.7%	18.9%
No	78.8	90.0	58.3	81.1
Percentage of Total Sample	54.1	37.0	8.9	100.0
Chi-square = 13.808 df = 2 $p = 0.001$				

TABLE XXXVIII
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO HAVE
 A CAR OF THEIR OWN BY STUDENT GROUP

	Student Group			Total (996)
	A (401)	B (248)	C (347)	
Yes	9.5%	3.2%	7.5%	7.2%
No	90.5	96.8	92.5	92.8
Percentage of Total Sample	40.3	24.9	34.8	100.0

Chi-square = 8.982 df = 2 p = 0.011 AB

TABLE XXXIX

PERCENTAGE DISTRIBUTION OF STUDENTS WHO HAVE
A CAR OF THEIR OWN BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (129)	B (78)	C (243)	(450)
Yes	10.9%	2.6%	6.6%	7.1%
No	89.1	97.4	93.4	92.9
Percentage of Total Sample	28.7	17.3	54.0	100.0
Chi-square = 5.278 df = 2 p = 0.071				
Middle Socio-economic Status				
	Student Group			Total
	A (124)	B (70)	C (80)	(274)
Yes	12.1%	2.9%	8.7%	8.8%
No	87.9	97.1	91.3	91.2
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 4.779 df = 2 p = 0.092				
Upper Socio-economic Status				
	Student Group			Total
	A (148)	B (100)	C (24)	(272)
Yes	6.1%	4.0%	12.5%	5.9%
No	93.9	96.0	87.5	94.1
Percentage of Total Sample	54.4	36.8	8.8	100.0
Chi-square = 2.549 df = 2 p = 0.279				

a weekday?" Reporting none, or almost none were 18 per cent of all the students, less than one hour a day were 16 per cent, one to two hours were 33 per cent, between two and three hours were 18 per cent, and reporting three or more hours per day were 15 per cent of the total sample. However, significant differences in the percentage frequency of the responses were noted among the groups. Fewer Jewish students than either French or Edmonton students spent much time viewing television. Thirty per cent of the Edmonton students, 62 per cent of the Jewish students, and 34 per cent of the French students reported watching less than one hour of television per day. At the other end of the scale, 36 per cent of the Edmonton students, 12 per cent of the Jewish students, and 45 per cent of the French students said that they watched television two or more hours per day. The differences in viewing time between the Edmonton and French students were not significant (Table XL).

The differences remained for all three socio-economic status categories. Table XLI provides the information that the Jewish students were the non-viewers of television, while the percentage of French and Edmonton students who watched television two hours or more remained at about the 20 per cent level.

Homework. The students were asked to state the number of hours that they spent doing homework outside of school on a weekday. Again, as in the question about television, the significant differences in their replies were seen to be between the Edmonton and Jewish students, and between the French and Jewish students, but not between the French

TABLE XL
 PERCENTAGE DISTRIBUTION SHOWING AMOUNT OF TIME WATCHING TV
 ON A WEEKDAY BY STUDENT GROUP

How Much	Student Group			Total (1001)
	A (401)	B (251)	C (349)	
None, or almost none	12.2%	42.2%	7.7%	18.2%
Less than one hour a day	16.7	19.5	11.5	15.6
One to two hours	34.7	26.3	36.1	33.1
Between two and three hours	20.4	8.0	23.8	18.5
Three or more hours a day	16.0	4.0	20.9	14.7
Percentage of Total Sample	40.1	25.1	34.9	100.0

Chi-square = 170.422 df = 8 $p < 0.001$ AB,BC

TABLE XLI
 PERCENTAGE DISTRIBUTION SHOWING AMOUNT OF TIME
 WATCHING TV ON A WEEKDAY BY STUDENT GROUP
 SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
How Much	Student Group			Total
	A (130)	B (80)	C (247)	
None, or almost none	7.7%	46.3%	6.9%	14.0%
Less than one hour a day	10.0	20.0	9.7	11.6
One to two hours	33.8	20.0	34.8	31.9
Between two and three hours	26.9	8.7	23.9	22.1
Three or more hours a day	21.5	5.0	24.7	20.4
Percentage of Total Sample	28.4	17.5	54.0	100.0
Chi-square = 102.131 df = 8 p < 0.001				
Middle Socio-economic Status				
How Much	Student Group			Total
	A (124)	B (70)	C (78)	
None, or almost none	8.9%	41.4%	7.7%	16.9%
Less than one hour a day	16.1	17.1	15.4	16.2
One to two hours	41.9	27.1	39.7	37.5
Between two and three hours	15.3	7.1	24.4	15.8
Three or more hours a day	17.7	7.1	12.8	13.6
Percentage of Total Sample	45.6	25.7	28.7	100.0
Chi-square = 47.063 df = 8 p < 0.001				
Upper Socio-economic Status				
How Much	Student Group			Total
	A (147)	B (101)	C (24)	
None, or almost none	19.0%	39.6%	16.7%	26.5%
Less than one hour a day	23.1	20.8	16.7	21.7
One to two hours	29.3	30.7	37.5	30.5
Between two and three hours	19.0	7.9	20.8	15.1
Three or more hours a day	9.5	1.0	8.3	6.2
Percentage of Total Sample	54.0	37.1	8.8	100.0
Chi-square = 24.086 df = 8 p = 0.002				

and Edmonton students. Forty-three per cent of the Edmonton students and 44 per cent of the French students claimed to have studied less than one hour per day, but only 21 per cent of the Jewish students spent this amount of time on their homework. Similarly, at the other end of the time scale, it was noted that 13 per cent of the Edmonton students, 21 per cent of the French students, and 46 per cent of the Jewish students reported doing more than two hours of homework per day. Table XLII also shows that more Edmonton students than students of the other groups spent one to two hours a day doing homework.

When the data were controlled for socio-economic status, the same significant differences appeared in the responses. Table XLIII shows that more of the Jewish students than Edmonton or French students spent long hours at homework. It shows also that fewer Edmonton students than French students in each socio-economic status category spent long hours doing homework.

School Activities

School positions. The percentage of students who have not held elected positions varied from student group to student group. In the Edmonton sample 75 per cent of the students had not held an elected school position this year or last year. Table XLIV shows also that 56 per cent of the Jewish students and 67 per cent of the French students said that they had not held such a position. Significant differences were noted between each pair of student groups.

The significant differences among the groups disappeared in the

TABLE XLII

PERCENTAGE DISTRIBUTION SHOWING AMOUNT OF TIME SPENT DOING
HOMEWORK OUTSIDE OF SCHOOL ON A WEEKDAY
BY STUDENT GROUP

Amount of Time	Student Group			Total (1005)
	A (402)	B (251)	C (352)	
None or almost none	12.7%	6.0%	14.5%	11.6%
Less than one hour	30.8	15.1	29.5	26.5
One to two hours	43.5	32.7	35.2	37.9
Between two and three hours	7.0	28.7	12.8	14.4
Three or more hours	6.0	17.5	8.0	9.6
Percentage of Total Sample	40.0	25.0	35.0	100.0

Chi-square = 106.531 df = 8 p < 0.001 AB,BC

TABLE XLIII
PERCENTAGE DISTRIBUTION SHOWING AMOUNT OF TIME SPENT DOING
HOMEWORK OUTSIDE OF SCHOOL ON A WEEKDAY BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Amount of Time	Student Group			Total (458)
	A (130)	B (80)	C (248)	
None or almost none	17.7%	8.7%	15.7%	15.1%
Less than one hour	31.5	25.0	30.2	29.7
One to two hours	42.3	30.0	34.7	36.0
Between two and three hours	3.8	15.0	11.7	10.0
Three or more hours	4.6	21.2	7.7	9.2
Percentage of Total Sample	28.4	17.5	54.1	100.0
Chi-square = 29.795 df = 8 p < 0.001				
Middle Socio-economic Status				
Amount of Time	Student Group			Total (274)
	A (124)	B (70)	C (80)	
None or almost none	9.7%	4.3%	12.5%	9.1%
Less than one hour	33.1	11.4	26.2	25.5
One to two hours	44.4	31.4	40.0	39.8
Between two and three hours	7.3	28.6	13.7	14.6
Three or more hours	5.6	24.3	7.5	10.9
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 42.342 df = 8 p < 0.001				
Upper Socio-economic Status				
Amount of Time	Student Group			Total (273)
	A (148)	B (101)	C (24)	
None or almost none	10.8%	5.0%	8.3%	8.4%
Less than one hour	28.4	9.9	33.3	22.0
One to two hours	43.9	35.6	25.0	39.2
Between two and three hours	9.5	39.6	20.8	21.6
Three or more hours	7.4	9.9	12.5	8.8
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 41.795 df = 8 p < 0.001				

TABLE XLIV

PERCENTAGE DISTRIBUTION OF STUDENTS ELECTED TO A SCHOOL
POSITION THIS YEAR OR LAST YEAR BY STUDENT GROUP

Reply	Student Group			Total (997)
	A (399)	B (249)	C (349)	
Yes	25.1%	43.8%	34.7%	33.1%
No	74.9	56.2	65.3	66.9
Percentage of Total Sample	40.0	25.0	35.0	100.0

Chi-square = 24.843 df = 2 $p < 0.001$ AB,BC,AC

upper socio-economic status group, but as shown in Table XLV, the significant differences remained in the lower and middle status groups. In both lower and middle status groups, a greater percentage of Edmonton students than others reported not having held an elected school position.

Extra-curricular activities. Somewhat similar results were discovered when the analysis of participation in extra-curricular activities was made. It can be seen in Table XLVI that 47 per cent of the Edmonton students, 31 per cent of the Jewish students, and 44 per cent of the French students reported not taking part in any of these activities. Only 12 per cent of the Edmonton students, 24 per cent of the Jewish students, and 15 per cent of the French students gave an indication of having taken part in three or more school extra-curricular activities. Table XLVI shows also that the responses given by Edmonton and Jewish students, and the French and Jewish students were significantly different, but the responses given by the Edmonton and French students were not.

Controlling for socio-economic status changed the situation somewhat. Table XLVII shows that of the lower status Edmonton students, 55 per cent reported no extra-curricular activities as part of their routine. Twenty-eight per cent of the lower status French students, and 47 per cent of the lower status Jewish students said that they took part in no extra-curricular activities. No significant differences among the middle and upper status student groups were noted.

TABLE XLV

PERCENTAGE DISTRIBUTION OF STUDENTS ELECTED TO A SCHOOL
POSITION THIS YEAR OR LAST YEAR BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Reply	Student Group			Total (453)
	A (129)	B (79)	C (245)	
Yes	19.4%	39.2%	30.6%	28.9%
No	80.6	60.8	69.4	71.1
Percentage of Total Sample	28.5	17.4	54.1	100.0
Chi-square = 10.147 df = 2 p = 0.006				
Middle Socio-economic Status				
Reply	Student Group			Total (273)
	A (123)	B (70)	C (80)	
Yes	20.3%	47.1%	43.8%	34.1%
No	79.7	52.9	56.3	65.9
Percentage of Total Sample	45.1	25.6	29.3	100.0
Chi-square = 19.009 df = 2 p < 0.001				
Upper Socio-economic Status				
Reply	Student Group			Total (271)
	A (147)	B (100)	C (24)	
Yes	34.0%	45.0%	45.8%	39.1%
No	66.0	55.0	54.2	60.9
Percentage of Total Sample	54.2	36.9	8.9	100.0
Chi-square = 3.515 df = 2 p = 0.172				

TABLE XLVI

PERCENTAGE DISTRIBUTION SHOWING NUMBER OF EXTRA-CURRICULAR
ACTIVITIES IN WHICH STUDENTS PARTICIPATE
IN SCHOOL BY STUDENT GROUP

Number	Student Group			Total (999)
	A (401)	B (249)	C (349)	
None	46.6%	30.5%	44.1%	41.7%
One	26.2	25.3	29.5	27.1
Two	15.7	20.5	14.9	16.6
Three	6.5	11.6	7.7	8.2
Four or more	5.0	12.0	3.7	6.3
Percentage of Total Sample	40.1	24.9	34.9	100.0
Chi-square = 37.454 df = 8 p < 0.001 AB,BC				

TABLE XLVII
PERCENTAGE DISTRIBUTION SHOWING NUMBER OF EXTRA-CURRICULAR
ACTIVITIES IN WHICH STUDENTS PARTICIPATE IN SCHOOL
BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			
Number	A (130)	B (79)	C (245)	Total (454)
None	55.4%	27.8%	46.9%	46.0%
One	26.9	24.1	30.2	28.2
Two	10.8	24.1	13.1	14.3
Three	2.3	7.6	6.1	5.3
Four or more	4.6	16.5	3.7	6.2
Percentage of Total Sample	28.6	17.4	54.0	100.0
Chi-square = 35.475 df = 8 p < 0.001				
Middle Socio-economic Status				
	Student Group			
Number	A (123)	B (70)	C (80)	Total (273)
None	49.6%	22.9%	40.0%	39.9%
One	22.8	27.1	28.8	25.6
Two	15.4	24.3	15.0	17.6
Three	5.7	12.9	11.2	9.2
Four or more	6.5	12.9	5.0	7.7
Percentage of Total Sample	45.1	25.6	29.3	100.0
Chi-square = 17.608 df = 8 p = 0.024				
Upper Socio-economic Status				
	Student Group			
Number	A (148)	B (100)	C (24)	Total (272)
None	36.5%	38.0%	29.2%	36.4%
One	28.4	25.0	25.0	26.8
Two	20.3	15.0	33.3	19.5
Three	10.8	14.0	12.5	12.1
Four or more	4.1	8.0	0.0	5.1
Percentage of Total Sample	54.4	36.8	8.8	100.0
Chi-square = 7.807 df = 8 p = 0.453				

Community Activities

Earning money. How many students earned money outside of the home? Sixty-three per cent of the Edmonton students, 39 per cent of the Jewish students, and 44 per cent of the French students replied that they did earn money outside of the home. According to the data in Table XLVIII, the differences between the Edmonton and Jewish students, and the Edmonton and French students were significant. The differences between the Jewish and French students were not significant. Significantly more Edmonton than Jewish or French students reported earning money outside of the home.

The lower status Edmonton students, with 62 per cent reporting the earning of money outside the home, were a significantly greater percentage than the 49 per cent of the lower status Jewish students or the 42 per cent lower status French students who reported earning money. As shown in Table XLIX, significant differences also remained among the middle and upper socio-economic students of the three groups. This time there were more French students than Jewish students who earned money outside of the home. A greater percentage (69%) of the higher socio-economic status students from Edmonton earned money outside of the home. Only 35 per cent of the Jewish upper status students and 50 per cent of the French upper status students reported that they earned money outside the home.

Time with the gang. When asked how many evenings a week that they spent with the gang, the students reported as seen in Table L. The

TABLE XLVIII
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO EARN MONEY
 OUTSIDE THE HOME BY STUDENT GROUP

	Student Group			Total (994)
	A (394)	B (249)	C (351)	
Yes	62.7%	38.6%	43.9%	50.0%
No	37.3	61.4	56.1	50.0
Percentage of Total Sample	39.6	25.1	35.3	100.0

Chi-square = 43.697 df = 2 p < 0.001 AB,AC

TABLE XLIX

PERCENTAGE DISTRIBUTION OF STUDENTS WHO EARN MONEY
OUTSIDE THE HOME BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (127)	B (80)	C (248)	(455)
Yes	62.2%	48.8%	42.3%	49.0%
No	37.8	51.2	57.7	51.0
Percentage of Total Sample	27.9	17.6	54.5	100.0
Chi-square = 13.267 df = 2 p = 0.001				
Middle Socio-economic Status				
	Student Group			Total
	A (121)	B (69)	C (79)	(269)
Yes	56.2%	31.9%	46.8%	47.2%
No	43.8	68.1	53.2	52.8
Percentage of Total Sample	45.0	25.7	29.4	100.0
Chi-square = 10.430 df = 2 p = 0.005				
Upper Socio-economic Status				
	Student Group			Total
	A (146)	B (100)	C (24)	(270)
Yes	68.5%	35.0%	50.0%	54.4%
No	31.5	65.0	50.0	45.6
Percentage of Total Sample	54.1	37.0	8.9	100.0
Chi-square = 27.053 df = 2 p < 0.001				

TABLE L
 PERCENTAGE DISTRIBUTION SHOWING NUMBER OF EVENINGS A WEEK
 SPENT WITH THE GANG BY STUDENT GROUP

Number	Student Group			Total (1003)
	A (400)	B (250)	C (353)	
None	27.5%	42.0%	24.1%	29.9%
One	25.0	38.4	24.4	28.1
Two or more	47.5	19.6	51.6	42.0
Percentage of Total Sample	39.9	24.9	35.2	100.0

Chi-square = 70.011 df = 4 p < 0.001 AB,BC

Edmonton and French students were out with the gang more often than were the Jewish students on the average. For the total sample, 30 per cent reported no evenings with the gang, but this was accounted for by 28 per cent of the students from Edmonton, 42 per cent of the students from the Jewish schools, and 24 per cent of the students from the French schools. Fifty-two per cent of the French students, 20 per cent of the Jewish students, and 48 per cent of the Edmonton students stated that they went out with the gang two or more evenings a week.

No significant differences remained in the upper status groups when the total sample was controlled for socio-economic status. The significant differences among the lower and middle status groups are shown in Table LI. About the same percentage of Edmonton students (46%) as French students (50%) in the lower status groups spent two or more evenings with the gang. Only 14 per cent of the Jewish lower status students replied that they spent two or more evenings a week with the gang. Of the middle status groups, 52 per cent of the Edmonton students, 60 per cent of the French students, and 17 per cent of the Jewish students claimed to have spent two or more evenings a week with the gang.

Movies. About the same percentage of students from each group said that they never, or almost never went to the movies. It is seen in Table LII that 55 per cent of the Edmonton students attended the movies about once a month, whereas about 60 per cent of the Jewish

TABLE LI

PERCENTAGE DISTRIBUTION SHOWING NUMBER OF EVENINGS A WEEK
SPENT WITH THE GANG BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			
Number	A (129)	B (80)	C (249)	Total (458)
None	36.4%	52.5%	25.7%	33.4%
One	17.8	33.7	24.5	24.2
Two or more	45.7	13.7	49.8	42.4
Percentage of Total Sample	28.2	17.5	54.4	100.0
Chi-square = 37.747 df = 4 p < 0.001				
Middle Socio-economic Status				
	Student Group			
Number	A (124)	B (69)	C (80)	Total (273)
None	25.0%	42.0%	17.5%	27.1%
One	23.4	40.6	22.5	27.5
Two or more	51.6	17.4	60.0	45.4
Percentage of Total Sample	45.4	25.3	29.3	100.0
Chi-square = 31.109 df = 4 p < 0.001				
Upper Socio-economic Status				
	Student Group			
Number	A (147)	B (101)	C (24)	Total (272)
None	21.8%	33.7%	29.2%	26.8%
One	32.7	40.6	29.2	35.3
Two or more	45.6	25.7	41.7	37.9
Percentage of Total Sample	54.0	37.1	8.8	100.0
Chi-square = 31.109 df = 4 p = 0.028				

TABLE LII
PERCENTAGE DISTRIBUTION OF GOING TO THE MOVIES
BY STUDENT GROUP

How Often	Student Group			Total (1005)
	A (402)	B (250)	C (353)	
Never, or almost never	35.3%	38.0%	40.8%	37.9%
About once a month	55.2	59.6	46.2	53.1
About once a week	8.7	2.4	12.7	8.6
Twice a week or more	0.7	0.0	0.3	0.4
Percentage of Total Sample	40.0	24.9	35.1	100.0

Chi-square = 25.654 df = 4 $p < 0.001$ AB,BC

students and about 46 per cent of the French students reported the same frequency of attendance. Nine per cent of the Edmonton students, 2 per cent of the Jewish students, and 9 per cent of the French students said that they attended the movies one or more times a week. It is easy to see that the significant differences were between the Edmonton and Jewish students, and the French and Jewish students, but not between the Edmonton and French students. The Jewish students, on the average, were not frequent movie goers.

When the data were controlled for socio-economic status, no significant differences remained among the lower and upper socio-economic status groups. However, as reported in Table LIII, the middle status Jewish students, on the average, attended movies less frequently than did the other middle status students.

Organized activities. The purpose of this section was to show the extent to which the students of the three groups in this study took advantage of activities organized by the community. The "no participation" or "participation in one activity" groups contained 65 per cent of the Edmonton students, 64 per cent of the Jewish students, and 73 per cent of the French students. Three or more community organized activities were enjoyed by 18 per cent of the students from Edmonton, 15 per cent of the students from the Jewish schools, and 12 per cent of the students from the French schools. The significant differences, as shown in Table LIV, were between the Edmonton and French students, and between the Jewish and French students,

TABLE LIII
PERCENTAGE DISTRIBUTION OF GOING TO THE MOVIES BY
STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
How Often	Student Group			Total
	A (130)	B (79)	C (249)	
Never, or almost never	40.0%	48.1%	43.8%	43.4%
About once a month	51.5	49.4	45.4	47.8
About once a week	8.5	2.5	10.4	8.5
Twice a week or more	0.0	0.0	0.4	0.2
Percentage of Total Sample	28.4	17.2	54.4	100.0
Chi-square = 6.240 df = 4 p = 0.182				
Middle Socio-economic Status				
How Often	Student Group			Total
	A (124)	B (70)	C (80)	
Never, or almost never	33.9%	38.6%	33.7%	35.0%
About once a month	54.0	61.4	46.3	53.6
About once a week	10.5	0.0	20.0	10.6
Twice a week or more	1.6	0.0	0.0	0.7
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 15.267 df = 4 p = 0.004				
Upper Socio-economic Status				
How Often	Student Group			Total
	A (148)	B (101)	C (24)	
Never, or almost never	32.4%	29.7%	33.3%	31.5%
About once a month	59.5	66.3	54.2	61.5
About once a week	7.4	4.0	12.5	6.6
Twice a week or more	0.7	0.0	0.0	0.4
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 3.508 df = 4 p = 0.477				

TABLE LIV

PERCENTAGE DISTRIBUTION SHOWING NUMBER OF ORGANIZED ACTIVITIES
IN WHICH STUDENTS PARTICIPATE OUTSIDE OF SCHOOL
BY STUDENT GROUP

Number	Student Group			Total (1000)
	A (402)	B (251)	C (347)	
None	36.3%	30.7%	48.4%	39.1%
One	28.9	33.5	24.5	28.5
Two	17.2	20.7	15.6	17.5
Three	9.7	6.4	5.5	7.4
Four or more	8.0	8.8	6.1	7.5
Percentage of Total Sample	40.2	25.1	34.7	100.0

Chi-square = 26.037 df = 8 p = 0.001 AC,BC

and between the Jewish and French students, but not between the Edmonton and Jewish students.

Table LV shows that the three groups of students when classified into the three socio-economic status categories, were very similar in respect to the number of community organized activities in which the students participated. No significant differences were discovered among the groups of any of the socio-economic status categories.

III. ATTITUDES

The last two sections considered the students' aspirations and their activities. This section investigated the students' attitude toward home and parents, school and teachers, and religious institutions and religious leaders. These attitudes formed the third set of the value indicators to be investigated in this study.

The Home

The purpose of this section was to investigate student perception of the parents' attitudes toward the teenagers, and the professed student attitudes toward their parents.

Perceived parents' attitude toward students. The responses showing the students' perception of their parents' attitude toward teenagers is shown in Table LVI. The majority of the French and Jewish students felt that their parents understood the problems of teenagers and assisted them, but the majority of the Edmonton students felt that their parents did not understand the problems of teenagers

TABLE LV
PERCENTAGE DISTRIBUTION SHOWING NUMBER OF ORGANIZED ACTIVITIES
IN WHICH STUDENTS PARTICIPATE OUTSIDE OF SCHOOL BY
STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Number	Student Group			Total
	A (130)	B (80)	C (244)	
None	55.4%	50.0%	55.7%	54.6%
One	27.7	26.2	20.9	23.8
Two	10.0	15.0	16.0	14.1
Three	4.6	2.5	3.3	3.5
Four or more	2.3	6.2	4.1	4.0
Percentage of Total Sample	28.6	17.6	53.7	100.0
Chi-square = 7.168 df = 8 p = 0.519				
Middle Socio-economic Status				
Number	Student Group			Total
	A (124)	B (70)	C (79)	
None	38.7%	32.9%	34.2%	35.9%
One	29.0	37.1	31.6	31.9
Two	14.5	15.7	13.9	14.7
Three	10.5	7.1	10.1	9.5
Four or more	7.3	7.1	10.1	8.1
Percentage of Total Sample	45.4	25.6	28.9	100.0
Chi-square = 2.685 df = 8 p = 0.952				
Upper Socio-economic Status				
Number	Student Group			Total
	A (148)	B (101)	C (24)	
None	17.6%	13.9%	20.8%	16.5%
One	29.7	36.6	37.5	33.0
Two	25.7	28.7	16.7	26.0
Three	13.5	8.9	12.5	11.7
Four or more	13.5	11.9	12.5	12.8
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 4.155 df = 8 p = 0.843				

TABLE LVI
 PERCENTAGE DISTRIBUTION SHOWING STUDENTS' PERCEPTION OF
 PARENTS' ATTITUDE TOWARD TEENAGERS BY STUDENT GROUP

Attitude	Student Group			Total (1000)
	A (398)	B (251)	C (351)	
They understand problems of teenagers and assist them	40.2%	59.0%	51.3%	48.8%
They are not interested in teenagers	6.8	4.0	4.6	5.3
They seem willing to help but don't understand problems of teenagers	53.0	37.1	44.2	45.9
Percentage of Total Sample	39.8	25.1	35.1	100.0

Chi-square = 23.258 df = 4 $p < 0.001$ AB,AC

but were willing to help them. Only 40 per cent of the Edmonton students and 51 per cent of the French students felt that way. However, 53 per cent of the Edmonton students, and only 37 per cent of the Jewish students, and 44 per cent of the French students felt that their parents were willing to help but didn't understand the problems of teenagers.

Table LVII shows that when the data were controlled for socio-economic status, the three groups became fairly similar in their perception of their parents' attitude toward teenagers. However, the responses from the middle status students showed that the three groups had somewhat different perceptions of their parents' attitude toward teenagers. Sixty per cent of the Jewish middle status students compared to 54 per cent of the French and 35 per cent of the Edmonton middle status students felt that their parents understood the problems of teenagers and assisted them.

Most of the students felt that their parents were very much concerned about their children's academic progress. The responses of the Jewish and Edmonton students were very similar. Seventy-four per cent of the Edmonton students, and 80 per cent of the Jewish students said that they felt their parents were very much concerned about academic progress, but only 62 per cent of the French students felt that way. However, 33 per cent of the French students thought that their parents were somewhat concerned about academic progress, and 23 per cent of the Edmonton students, and 18 per cent of the Jewish students stated that feeling about their parents, so altogether, most

TABLE LVII
 PERCENTAGE DISTRIBUTION SHOWING STUDENTS' PERCEPTION OF
 PARENTS' ATTITUDE TOWARD TEENAGERS BY STUDENT GROUP
 SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Attitude	Student Group			Total (458)
	A (130)	B (80)	C (248)	
They understand problems of teenagers and assist them	33.8%	51.2%	49.6%	45.4%
They are not interested in teenagers	11.5	6.2	6.0	7.6
They seem willing to help but don't understand problems of teenagers	54.6	42.5	44.4	46.9
Percentage of Total Sample	28.4	17.5	54.1	100.0
Chi-square = 11.316 df = 4 p = 0.023				
Middle Socio-economic Status				
Attitude	Student Group			Total (272)
	A (122)	B (70)	C (80)	
They understand problems of teenagers and assist them	35.2%	60.0%	53.8%	47.1%
They are not interested in teenagers	6.6	4.3	1.2	4.4
They seem willing to help but don't understand problems of teenagers	58.2	35.7	45.0	48.5
Percentage of Total Sample	44.9	25.7	29.4	100.0
Chi-square = 14.882 df = 4 p = 0.005				
Upper Socio-economic Status				
Attitude	Student Group			Total (270)
	A (146)	B (101)	C (23)	
They understand problems of teenagers and assist them	50.0%	64.4%	60.9%	56.3%
They are not interested in teenagers	2.7	2.0	0.0	2.2
They seem willing to help but don't understand problems of teenagers	47.3	41.5	39.1	41.5
Percentage of Total Sample	54.1	37.4	8.5	100.0
Chi-square = 4.960 df = 2 p = 0.084				

students felt that their parents were concerned about academic progress. Table LVIII shows that only 3 per cent of the Edmonton students, 2 per cent of the Jewish students, and 5 per cent of the French students said that their parents were not much concerned.

Table LIX shows that controlling for socio-economic status was sufficient to make the significant differences disappear. Five per cent of the lower status students, 2 per cent of the middle status students, and less than 1 per cent of the upper status students said that their parents were not much concerned about academic progress. The remainder in each category felt that their parents were concerned about it.

Students' attitude toward parents. Two questions in this study were aimed at discovering the attitude of the students toward their parents. One of them was a joint question about parents, teachers, and others. To see how well the students respected their parents' wishes, the question, "If your friends asked you to join in a secret escapade for a weekend, would you join them if your parents were not in favor?" was asked of the students. Fewer of the Jewish students than either the Edmonton or French students said that they would join in the escapade. Thirty-four per cent of the Edmonton students, 43 per cent of the French students, and only 12 per cent of the Jewish answered in the affirmative. Table LX shows that the differences are significant only between the Edmonton and Jewish students, and between the French and Jewish students.

TABLE LVIII

PERCENTAGE DISTRIBUTION SHOWING STUDENTS' PERCEPTION OF
PARENTS' CONCERN ABOUT SCHOOL PROGRESS BY STUDENT GROUP

Concern	Student Group			Total (1001)
	A (402)	B (251)	C (348)	
Yes, very much	73.6%	80.1%	62.1%	71.2%
Yes, to some extent	23.1	18.3	33.0	25.4
Not much	3.2	1.6	4.9	3.4
Percentage of Total Sample	40.2	25.1	34.8	100.0
Chi-square = 25.669 df = 4 p < 0.001 AC,BC				

TABLE LIX

PERCENTAGE DISTRIBUTION SHOWING STUDENTS' PERCEPTION OF
PARENTS' CONCERN ABOUT SCHOOL PROGRESS BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Concern	Student Group			Total
	A (130)	B (80)	C (244)	
Yes, very much	59.2%	72.5%	54.9%	59.3%
Yes, to some extent	32.3	22.5	40.6	35.0
Not much	8.5	5.0	4.5	5.7
Percentage of Total Sample	28.6	17.6	53.7	100.0
Chi-square = 11.550 df = 4 p = 0.021				
Middle Socio-economic Status				
Concern	Student Group			Total
	A (124)	B (70)	C (80)	
Yes, very much	74.2%	84.3%	76.3%	77.4%
Yes, to some extent	25.0	15.7	16.2	20.1
Not much	0.8	0.0	7.5	2.6
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 2.684 df = 2 p = 0.261				
Upper Socio-economic Status				
Concern	Student Group			Total
	A (148)	B (101)	C (24)	
Yes, very much	85.8%	83.2%	87.5%	85.0%
Yes, to some extent	13.5	16.8	12.5	14.7
Not much	0.7	0.0	0.0	0.4
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 0.459 df = 2 p = 0.977				

TABLE LX

PERCENTAGE DISTRIBUTION OF STUDENTS WHO WOULD JOIN A SECRET
 ESCAPADE WITH FRIENDS AGAINST THEIR PARENTS WISHES
 BY STUDENT GROUP

	Student Group			Total (995)
	A (401)	B (246)	C (348)	
Yes	33.9%	11.8%	42.8%	31.6%
No	66.1	88.2	57.2	68.4
Percentage of Total Sample	40.3	24.7	35.0	100.0

Chi-square = 65.966 df = 2 $p < 0.001$ AB,BC

The same significant differences remained when the data were controlled for socio-economic status. It is shown in Table LXI that a greater percentage of the lower and upper status students from Edmonton than did the same status students from the other groups stated that they would join the escapade. More French than Edmonton or Jewish middle status students said that they would join the escapade against their parents' wishes.

Saying that you would want to resemble someone else would be an indication that your attitude toward that person was at least favorable. The students from the three groups were asked to state whom they wished most to resemble in adult life. There were no significant differences among the groups or between any of the pairs of groups. About 68 per cent of the total sample of students said that they wanted to resemble no one but themselves. Sixteen per cent of all the students said that they wished to resemble one of their parents. A friend, a relative, or a favorite teacher, in that order, were the next three choices. Apparently, most students in each group felt the same way; each of them wished to resemble himself or herself. The frequency of each reply is found in Table LXII.

The School

An investigation into the question of how satisfactory school experiences were, and of the characteristics which made these experiences satisfying was completed for this section. Leading crowd membership was investigated also. An attempt was made to determine what students

TABLE LXI

PERCENTAGE DISTRIBUTION OF STUDENTS WHO WOULD JOIN A SECRET
 ESCAPADE WITH FRIENDS AGAINST THEIR PARENTS WISHES
 BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (130)	B (79)	C (245)	(454)
Yes	32.3%	7.6%	39.6%	31.9%
No	67.7	92.4	60.4	68.1
Percentage of Total Sample	28.6	17.4	54.0	100.0
Chi-square = 28.147 df = 2 $p < 0.001$				
Middle Socio-economic Status				
	Student Group			Total
	A (123)	B (67)	C (79)	(269)
Yes	33.3%	16.4%	57.0%	36.1%
No	66.7	83.6	43.0	63.9
Percentage of Total Sample	45.7	24.9	29.4	100.0
Chi-square = 26.577 df = 2 $p < 0.001$				
Upper Socio-economic Status				
	Student Group			Total
	A (148)	B (100)	C (24)	(272)
Yes	35.8%	12.0%	29.2%	26.5%
No	64.2	88.0	70.8	73.5
Percentage of Total Sample	54.4	36.8	8.8	100.0
Chi-square = 17.482 df = 2 $p < 0.001$				

TABLE LXII

PERCENTAGE DISTRIBUTION SHOWING WHOM YOU WOULD WANT
TO RESEMBLE MOST IN ADULT LIFE
BY STUDENT GROUP

Person	Student Group			Total (1006)
	A (401)	B (251)	C (354)	
One of your parents	15.7%	18.7%	13.8%	15.8%
Your favorite teacher	3.0	4.8	5.4	4.3
No one but yourself	67.1	65.3	71.2	68.1
A relative	6.7	6.4	3.4	5.5
A friend	7.5	4.8	6.2	6.4
Percentage of Total Sample	39.9	25.0	35.2	100.0

Chi-square = 11.874 df = 8 p = 0.157

most wanted to get out of high school. Perceived teacher attitude toward students, students' perceived school problems, and students' attitude toward certain school situations were discussed and described in this section. It was an attempt to discover attitudes of students toward school, and to discover the differences among the student groups which may be attributed to cultural differences of the groups.

School satisfaction. A significantly larger percentage of the Edmonton and Jewish students than French students said that their school experiences were fairly satisfactory. Table LXIII indicates that 60 per cent of the French students felt that their school experiences were fairly satisfactory, but 80 per cent of the Jewish students and 82 per cent of the Edmonton students admitted that they were fairly satisfied with their school experiences.

Table LXIV supplies the information that when socio-economic status was controlled similar significant differences were noted in the lower and middle status groups, but had disappeared among the upper status groups.

The students were given three alternatives from which to select one aspect of school life that was most satisfying. Significant differences among the groups and between each pair of groups were discovered. Edmonton students chose popularity, and Jewish and French students listed academic achievement as being most satisfying. It is seen in Table LXV that 47 per cent of the Edmonton students stated that popularity was most important, but only 30 per cent of the Jewish

TABLE LXIII

PERCENTAGE DISTRIBUTION WHO SAY THAT THEIR SCHOOL EXPERIENCES
ARE FAIRLY SATISFACTORY BY STUDENT GROUP

	Student Group			Total (999)
	A (402)	B (250)	C (347)	
Yes	81.8%	80.0%	59.9%	73.8%
No	18.2	20.0	40.1	26.2
Percentage of Total Sample	40.2	25.0	34.7	100.0

Chi-square = 52.840 df = 2 $p < 0.001$ AC,BC

TABLE LXIV

PERCENTAGE DISTRIBUTION WHO SAY THAT THEIR SCHOOL EXPERIENCES
ARE FAIRLY SATISFACTORY BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (130)	B (79)	C (245)	(454)
Yes	79.2%	79.7%	60.0%	68.9%
No	20.8	20.3	40.0	31.1
Percentage of Total Sample	28.6	17.4	54.0	100.0
Chi-square = 19.884 df = 2 $p < 0.001$				
Middle Socio-economic Status				
	Student Group			Total
	A (124)	B (70)	C (78)	(272)
Yes	84.7%	85.7%	60.3%	77.9%
No	15.3	14.3	39.7	22.1
Percentage of Total Sample	45.6	25.7	28.7	100.0
Chi-square = 19.921 df = 2 $p < 0.001$				
Upper Socio-economic Status				
	Student Group			Total
	A (148)	B (101)	C (24)	(273)
Yes	81.8%	76.2%	58.3%	77.7%
No	18.2	23.8	41.7	22.3
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 6.716 df = 2 $p = 0.035$				

TABLE LXV
 PERCENTAGE DISTRIBUTION SHOWING MOST SATISFYING
 ASPECT OF SCHOOL LIFE BY STUDENT GROUP

	Student Group			Total (992)
	A (393)	B (249)	C (350)	
Popularity	46.6%	30.5%	18.0%	32.5%
Athletics	11.5	4.4	9.7	9.1
Academic Achievement	42.0	65.1	72.3	58.5
Percentage of Total Sample	39.6	25.1	35.3	100.0

Chi-square = 87.018 df = 4 $p < 0.001$ AB, AC, BC

students and 18 per cent of the French students felt the same way. On the other hand, 72 per cent of the French students and 65 per cent of the Jewish students said that academic achievement was most satisfying, but only 42 per cent of the Edmonton students reported this. Athletics, with only 11 per cent of the Edmonton students, 4 per cent of the Jewish students, and 10 per cent of the French students choosing it as most satisfying, came out third best for all groups.

When the groups were controlled for socio-economic status, significant differences remained in all three socio-economic categories. It can be seen in Table LXVI that approximately the same frequency of responses occurred in each socio-economic category. Popularity and academic achievement rated above athletics as the most satisfying aspect of school life.

Important school characteristics. In order to obtain information as to what students strive for in high school, they were asked to choose among the following: pleasing their parents, learning as much as possible, living up to their religious ideals, being accepted and liked by other students, or pleasing the teacher. The percentage frequency of the responses are shown in Table LXVII. Of the total sample, 40 per cent chose being accepted and liked by other students, and 38 per cent, learning as much as possible. When compared by student groups, significant differences in the frequency of replies were noted between each pair of groups. For example, 17 per cent of the Edmonton students, 24 per cent of the Jewish students, and only 7 per cent of

TABLE LXVI

PERCENTAGE DISTRIBUTION SHOWING MOST SATISFYING
ASPECT OF SCHOOL LIFE BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total (452)
	A (126)	B (79)	C (247)	
Popularity	46.0%	30.4%	15.8%	26.8%
Athletics	11.1	6.3	10.5	10.0
Academic achievement	42.9	63.3	73.7	63.3
Percentage of Total Sample	27.9	17.5	54.6	100.0
Chi-square = 42.797 df = 4 p < 0.001				
Middle Socio-economic Status				
	Student Group			Total (273)
	A (124)	B (70)	C (79)	
Popularity	45.2%	25.7%	24.1%	34.1%
Athletics	7.3	5.7	7.6	7.0
Academic achievement	47.6	68.6	68.4	59.0
Percentage of Total Sample	45.4	25.6	28.9	100.0
Chi-square = 13.460 df = 4 p = 0.009				
Upper Socio-economic Status				
	Student Group			Total (267)
	A (143)	B (100)	C (24)	
Popularity	48.3%	34.0%	20.8%	40.4%
Athletics	15.4	2.0	8.3	9.7
Academic achievement	36.4	64.0	70.8	49.8
Percentage of Total Sample	53.6	37.5	9.0	100.0
Chi-square = 27.705 df = 4 p < 0.001				

TABLE LXVII
PERCENTAGE DISTRIBUTION SHOWING MOST IMPORTANT THINGS
STUDENTS STRIVE FOR BY STUDENT GROUP

Important Things	Student Group			Total (997)
	A (396)	B (250)	C (351)	
Pleasing your parents	17.2%	24.0%	7.4%	15.4%
Learning as much as possible	32.3	34.8	47.9	38.4
Living up to your religious ideals	5.3	10.8	1.4	5.3
Being accepted and liked by other students	45.2	28.4	43.3	40.3
Pleasing the teacher	0.0	2.0	0.0	0.5
Percentage of Total Sample	39.7	25.1	35.2	100.0

Chi-square = 91.131 df = 8 $p < 0.001$ AB,AC,BC

the French students said that they were striving to please their parents; 32 per cent of the Edmonton students, 35 per cent of the Jewish students, and 48 per cent of the French students wanted to learn as much as possible; and 45 per cent of the Edmonton students, 28 per cent of the Jewish students, and 43 per cent of the French students were interested in being accepted and liked by other students. Pleasing the teacher hardly received mention, and living up to their religious ideals received only a small percentage of choices from the Edmonton and French students, but received 10 per cent of the Jewish choices.

Except among the upper socio-economic status groups, the same significant differences were noted in the controlled analysis. Table LXVIII shows that the students from the upper status groups had similar ideas of what they were striving for. Forty-seven per cent of the lower status Edmonton students wanted to be accepted and liked by others, and another 35 per cent were concerned with learning as much as possible, but only 13 per cent chose pleasing their parents. This contrasts significantly with the 41 per cent of the lower status French students who thought being accepted and liked by others to be most important, and 51 per cent who were striving to learn as much as possible. Only 8 per cent of this group thought pleasing their parents was most important. However, 20 per cent of the Jewish lower status students thought that pleasing their parents was most important. In the middle status groups, more French students than others felt that being accepted and liked by others was most important, more Jewish

TABLE LXVIII
PERCENTAGE DISTRIBUTION SHOWING MOST IMPORTANT THINGS
STUDENTS STRIVE FOR BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Important Things	Student Group			Total
	A (127)	B (80)	C (249)	
Pleasing your parents	12.6%	20.0%	7.6%	11.2%
Learning as much as possible	34.6	31.3	50.6	42.8
Living up to your religious ideals	5.5	13.7	1.2	4.6
Being accepted and liked by other students	47.2	31.3	40.6	40.8
Pleasing the teacher	0.0	3.7	0.0	0.7
Percentage of Total Sample	27.9	17.5	54.6	100.0
Chi-square = 54.804 df = 8 $p < 0.001$				
Middle Socio-economic Status				
Important Things	Student Group			Total
	A (124)	B (70)	C (78)	
Pleasing your parents	17.7%	21.4%	6.4%	15.4%
Learning as much as possible	31.5	44.3	42.3	37.9
Living up to your religious ideals	4.0	11.4	1.3	5.1
Being accepted and liked by other students	46.8	21.4	50.0	41.2
Pleasing the teacher	0.0	1.4	0.0	0.4
Percentage of Total Sample	45.6	25.7	28.7	100.0
Chi-square = 28.549 df = 8 $p < 0.001$				
Upper Socio-economic Status				
Important Things	Student Group			Total
	A (145)	B (100)	C (24)	
Pleasing your parents	20.7%	29.0%	8.3%	22.7%
Learning as much as possible	31.0	31.0	37.5	31.6
Living up to your religious ideals	6.2	8.0	4.2	6.7
Being accepted and liked by other students	42.1	31.0	50.0	38.7
Pleasing the teacher	0.0	1.0	0.0	0.4
Percentage of Total Sample	53.9	37.2	8.9	100.0
Chi-square = 7.771 df = 6 $p = 0.100$				

students than others were striving for learning as much as possible, and the percentage of Edmonton students did not exceed the others for any category of responses in the middle status groups.

The students were asked the major characteristic necessary in order to be a member of the leading crowd. Friendliness was selected by 52 per cent of the Edmonton students, 77 per cent of the Jewish students, and 59 per cent of the French students; academic excellence was the characteristic felt most necessary for leading crowd membership by 2 per cent of the Edmonton students, 7 per cent of the Jewish students, and 14 per cent of the French students. Thirty-two per cent of the Edmonton students chose good looks, 15 per cent of the French students said athletic ability, but no other large percentage of responses were noted. Money, athletic ability, and academic achievement were not characteristics that many students felt necessary for leading crowd membership. Friendliness and good looks, according to Table LXIX, were the choices of 80 per cent of the students.

Controlling for socio-economic status had no effect on the significance of the differences. Lower, middle, and upper status groups showed significances among student groups well beyond the .001 level. Of the third and fourth choices, more emphasis was placed on athletic ability by the upper and lower status French students, and on money by the Edmonton students (see Table LXX).

Perceived teacher attitude toward students. Earlier, this type of statement was made about parents. Table LVI showed the results of

TABLE LXIX

PERCENTAGE DISTRIBUTION OF MAJOR CHARACTERISTIC NECESSARY
TO BE A MEMBER OF THE LEADING CROWD
BY STUDENT GROUP

Characteristic	Student Group			Total (997)
	A (398)	B (249)	C (350)	
Good looks	32.4%	7.6%	10.0%	18.4%
Friendliness	51.5	76.7	58.6	60.3
Academic excellence	1.5	7.2	14.0	7.3
Money	9.5	2.4	2.9	5.4
Athletic ability	5.0	6.0	14.6	8.6
Percentage of Total Sample	39.9	25.0	35.1	100.0

Chi-square = 171.064 df = 8 $p < 0.001$ AB,AC,BC

TABLE LXX

PERCENTAGE DISTRIBUTION OF MAJOR CHARACTERISTIC NECESSARY
TO BE A MEMBER OF THE LEADING CROWD BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Characteristic	Student Group			Total (454)
	A (129)	B (79)	C (246)	
Good looks	26.4%	3.8%	8.9%	13.0%
Friendliness	53.5	74.7	56.5	58.8
Academic excellence	1.6	8.9	16.3	10.8
Money	10.9	5.1	3.3	5.7
Athletic ability	7.8	7.6	15.0	11.7
Percentage of Total Sample	28.4	17.4	54.2	100.0
Chi-square = 61.321 df = 8 p < 0.001				
Middle Socio-economic Status				
Characteristic	Student Group			Total (274)
	A (124)	B (70)	C (80)	
Good looks	33.1%	11.4%	11.2%	21.2%
Friendliness	52.4	74.3	62.5	60.9
Academic excellence	1.6	10.0	11.2	6.6
Money	9.7	1.4	2.5	5.5
Athletic ability	3.2	2.9	12.5	5.8
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 43.240 df = 8 p < 0.001				
Upper Socio-economic Status				
Characteristic	Student Group			Total (269)
	A (145)	B (100)	C (24)	
Good looks	37.2%	8.0%	16.7%	24.5%
Friendliness	49.0	80.0	66.7	62.1
Academic excellence	1.4	4.0	0.0	2.2
Money	8.3	1.0	0.0	4.8
Athletic ability	4.1	7.0	16.7	6.3
Percentage of Total Sample	53.9	37.2	8.9	100.0
Chi-square = 45.959 df = 8 p < 0.001				

the investigation into the perceived parents' attitude toward teenagers. Table LXXI shows the results of the investigation into the perceived teachers' attitude toward teenagers. The results were quite similar. The greatest difference in the results lies in the percentage of students who perceived their teachers as not interested in teenagers. Considerably more students felt this way about teachers than they did about parents. Twenty-one per cent of the Edmonton students, 31 per cent of the Jewish students, and 27 per cent of the French students perceived their teachers as not interested in teenagers. Another 44 per cent of the Edmonton students, 28 per cent of the Jewish students, and 29 per cent of the French students said that their teachers seemed willing to help but did not understand the problems of teenagers. Thirty-five per cent of the Edmonton students, 41 per cent of the Jewish students, and 43 per cent of the French students believed that their teachers understood problems of teenagers and assisted them. These differences were significant only between the Edmonton and Jewish students, and between the Edmonton and French students, but not between the French and Jewish students.

Table LXXII makes it clear that the differences among the three groups were no longer significant when the data were controlled for socio-economic status. In fact, among the students of each socio-economic status category, the frequency of responses were similar regardless of the group to which the student belonged.

Problems. Three questions related to this set of problems were investigated. Students were asked to state the major problems in their

TABLE LXXI

PERCENTAGE DISTRIBUTION SHOWING STUDENTS' PERCEPTION OF
TEACHERS' ATTITUDE TOWARD TEENAGERS BY STUDENT GROUP

Attitude	Student Group			Total (999)
	A (398)	B (251)	C (350)	
They understand problems of teenagers and assist them	35.7%	41.0%	43.1%	39.6%
They are not interested in teenagers	20.6	31.1	27.4	25.6
They seem willing to help but don't understand problems of teenagers	43.7	27.9	29.4	34.7
Percentage of Total Sample	39.8	25.1	35.0	100.0

Chi-square = 25.526 df = 4 $p < 0.001$ AB, AC

TABLE LXXII

PERCENTAGE DISTRIBUTION SHOWING STUDENTS' PERCEPTION OF
TEACHERS' ATTITUDE TOWARD TEENAGERS BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Attitude	Student Group			Total (454)
	A (128)	B (80)	C (246)	
They understand problems of teenagers and assist them	39.8%	46.3%	45.1%	43.8%
They are not interested in teenagers	22.7	33.7	26.0	26.4
They seem willing to help but don't understand problems of teenagers	37.5	20.0	28.9	29.7
Percentage of Total Sample	28.2	17.6	54.2	100.0
Chi-square = 8.200 df = 4 p = 0.085				
Middle Socio-economic Status				
Attitude	Student Group			Total (274)
	A (124)	B (70)	C (80)	
They understand problems of teenagers and assist them	36.3%	37.1%	36.3%	36.5%
They are not interested in teenagers	17.7	31.4	32.5	25.5
They seem willing to help but don't understand problems of teenagers	46.0	31.4	31.3	38.0
Percentage of Total Sample	45.3	25.5	29.2	100.0
Chi-square = 9.260 df = 4 p = 0.055				
Upper Socio-economic Status				
Attitude	Student Group			Total (271)
	A (146)	B (101)	C (24)	
They understand problems of teenagers and assist them	31.5%	39.6%	45.8%	35.8%
They are not interested in teenagers	21.2	28.7	25.0	24.4
They seem willing to help but don't understand problems of teenagers	47.3	31.7	29.2	39.9
Percentage of Total Sample	53.9	37.3	8.9	100.0
Chi-square = 7.601 df = 4 p = 0.107				

school, and to respond to two questions about honesty at school.

Lack of school spirit was given as the major school problem by 39 per cent of the Edmonton students, 34 per cent of the Jewish students, and 31 per cent of the French students. Lack of necessary facilities seemed a more important school problem by 8 per cent of the Edmonton students, 27 per cent of the Jewish students, and 26 per cent of the French students, but 12 per cent of the Edmonton students, and 7 per cent of the Jewish and French students felt that school cliques were the major problem in their schools. Table LXXIII shows that 40 per cent of the Edmonton students, 26 per cent of the Jewish students, and 26 per cent of the French students said that none of the problems listed were important to them. Table LXXIII shows also that the differences were significant between the Edmonton and Jewish students, and between the Edmonton and French students, but not between the French and Jewish students.

Table LXXIV shows that similar significant differences were found among the students of all three socio-economic status groups. Controlling for socio-economic status had no effect on the significance. A large percentage of the students felt a concern about lack of school spirit.

Two questions related to the students' perception of their own honesty were investigated. If they found a five dollar bill in school, and no one saw them find it, would they keep it or report the find? Table LXXV shows that significantly different replies were given by the Jewish students than by either of the other groups of students.

TABLE LXXIII
 PERCENTAGE DISTRIBUTION OF MAJOR SCHOOL PROBLEMS
 BY STUDENT GROUP

School Problem	Student Group			Total (1000)
	A (397)	B (251)	C (352)	
Lack of chance to participate in sports	2.0%	6.8%	9.9%	6.0%
Lack of school spirit	38.8	33.9	31.0	34.8
Lack of necessary facilities	7.8	26.7	26.1	19.0
Cliques	11.6	7.2	6.5	8.7
None of these	39.8	25.5	26.4	31.5
Percentage of Total Sample	39.7	25.1	35.2	100.0

Chi-square = 87.478 df = 8 $p < 0.001$ AB, AC

TABLE LXXIV
PERCENTAGE DISTRIBUTION OF MAJOR SCHOOL PROBLEMS BY
STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
School Problem	Student Group			Total
	A (127)	B (80)	C (248)	
Lack of chance to participate in sports	1.6%	7.5%	10.9%	7.7%
Lack of school spirit	44.1	40.0	28.6	34.9
Lack of necessary facilities	7.9	18.8	25.8	19.6
Cliques	5.5	8.7	6.9	6.8
None of these	40.9	25.0	27.8	31.0
Percentage of Total Sample	27.9	17.6	54.5	100.0
Chi-square = 36.319 df = 8 p < 0.001				
Middle Socio-economic Status				
School Problem	Student Group			Total
	A (123)	B (70)	C (80)	
Lack of chance to participate in sports	3.3%	1.4%	7.5%	4.0%
Lack of school spirit	36.6	38.6	36.3	37.0
Lack of necessary facilities	8.9	24.3	30.0	19.0
Cliques	12.2	10.0	6.2	9.9
None of these	39.0	25.7	20.0	30.0
Percentage of Total Sample	45.1	25.6	29.3	100.0
Chi-square = 24.615 df = 8 p = 0.002				
Upper Socio-economic Status				
School Problem	Student Group			Total
	A (147)	B (101)	C (24)	
Lack of chance to participate in sports	1.4%	9.9%	8.3%	5.1%
Lack of school spirit	36.1	25.7	37.5	32.4
Lack of necessary facilities	6.8	34.7	16.7	18.0
Cliques	16.3	4.0	4.2	10.7
None of these	39.5	25.7	33.3	33.8
Percentage of Total Sample	54.0	37.1	8.8	100.0
Chi-square = 49.948 df = 8 p < 0.001				

TABLE LXXV

PERCENTAGE DISTRIBUTION SHOWING STUDENTS REACTION TO THE
UNSEEN FINDING OF A FIVE DOLLAR BILL BY STUDENT GROUP

What They Would Do	Student Group			Total (996)
	A (398)	B (249)	C (349)	
Report the find	46.2%	80.7%	46.4%	54.9%
Keep the money	53.8	19.3	53.6	45.1
Percentage of Total Sample	40.0	25.0	35.0	100.0

Chi-square = 89.286 df = 2 $p < 0.001$ AB,BC

Eighty-one per cent of the Jewish students said that they would report the find, but only 46 per cent of the French and Edmonton students claimed that they would report the find.

Controlling for socio-economic status did not affect the significance of the differences. Table LXXVI shows significant differences among the groups in all three socio-economic status categories. It was the Jewish students in greater numbers, who said that they would report the find, and the French and Edmonton students, in greater numbers, who said that they would keep the money.

The next item asked the students to respond to the following question. "Would you hand in an essay or assignment that your friend had done as your own?" A considerably fewer number than in the previous question admitted that they would do so. More of the French students than Edmonton students, and more of the Edmonton students than Jewish students stated that they would hand in the essay. Eighty-six per cent of the Jewish students, 75 per cent of the Edmonton students, and only 59 per cent of the French students said that they would not hand in the essay done by a friend as their own. These figures can be seen in Table LXXVII.

The comparison of lower and middle socio-economic students resulted in significant differences among the student groups, but the comparison of the upper socio-economic students revealed that they were very similar in the way that they responded to the essay question. Table LXXVIII has results showing that fewer Jewish than Edmonton lower and middle status students, and fewer Edmonton than French lower and

TABLE LXXVI

PERCENTAGE DISTRIBUTION SHOWING STUDENTS REACTION TO THE
UNSEEN FINDING OF A FIVE DOLLAR BILL BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
What They Would Do	Student Group			Total (453)
	A (127)	B (79)	C (247)	
Report the find	44.1%	83.5%	46.6%	52.3%
Keep the money	55.9	16.5	53.4	47.7
Percentage of Total Sample	28.0	17.4	54.5	100.0
Chi-square = 37.606 df = 2 p < 0.001				
Middle Socio-economic Status				
What They Would Do	Student Group			Total (270)
	A (123)	B (69)	C (78)	
Report the find	40.7%	89.9%	43.6%	54.1%
Keep the money	59.3	10.1	56.4	45.9
Percentage of Total Sample	45.6	25.6	28.9	100.0
Chi-square = 47.949 df = 2 p < 0.001				
Upper Socio-economic Status				
What They Would Do	Student Group			Total (273)
	A (148)	B (101)	C (24)	
Report the find	52.7%	72.3%	54.2%	60.1%
Keep the money	47.3	27.7	45.8	39.9
Percentage of Total Sample	54.2	37.0	8.8	100.0
Chi-square = 9.973 df = 2 p = 0.007				

TABLE LXXVII

PERCENTAGE DISTRIBUTION OF STUDENTS WHO WOULD HAND IN
AN ASSIGNMENT DONE BY A FRIEND AS THEIR OWN
BY STUDENT GROUP

	Student Group			Total (990)
	A (399)	B (246)	C (345)	
Yes	25.1%	14.2%	41.4%	28.1%
No	74.9	85.8	58.6	71.9
Percentage of Total Sample	40.3	24.8	34.8	100.0

Chi-square = 55.706 df = 2 $p \leq 0.001$ AB,AC,BC

TABLE LXXVIII

PERCENTAGE DISTRIBUTION OF STUDENTS WHO WOULD HAND IN
AN ASSIGNMENT DONE BY A FRIEND AS THEIR OWN BY
STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (128)	B (79)	C (244)	(451)
Yes	31.3%	11.4%	41.4%	33.3%
No	68.8	88.6	58.6	66.7
Percentage of Total Sample	28.4	17.5	54.1	100.0
Chi-square = 24.523 df = 2 p < 0.001				
Middle Socio-economic Status				
	Student Group			Total
	A (123)	B (68)	C (77)	(268)
Yes	28.5%	16.2%	45.5%	30.2%
No	71.5	83.8	54.5	69.8
Percentage of Total Sample	45.9	25.4	28.7	100.0
Chi-square = 15.015 df = 2 p < 0.001				
Upper Socio-economic Status				
	Student Group			Total
	A (148)	B (99)	C (24)	(271)
Yes	16.9%	15.2%	29.2%	17.3%
No	83.1	84.8	70.8	82.7
Percentage of Total Sample	54.6	36.5	8.9	100.0
Chi-square = 2.693 df = 2 p = 0.260				

middle status students would hand in the essay as their own.

From the results of the investigation of the two questions above, it can be seen that more Jewish than Edmonton students, and more Edmonton than French students perceived themselves as being honest.

The Church

Questions related to the students' church membership and religious activities were investigated in this section.

Church membership. Because of the differences in terminology among the Protestant, Jewish, and Catholic religious organizations, the questions on religion were adapted to the group. For example, "attendance at church" became "going to the synagogue" or "going to mass."

Table LXXIX shows that 95 per cent of the French students, 69 per cent of the Jewish students, and only 60 per cent of the Edmonton students said that they had joined a church, or intended to join one. Thus significantly more French students than Jewish or Edmonton students were influenced toward church membership.

Table LXXX shows the results after the students were grouped according to socio-economic status. Ninety-seven per cent of the French lower status students, and only 68 per cent of the Jewish and 49 per cent of the Edmonton lower status students claimed that they had joined a church or had planned to do so. The percentage frequencies for the middle status students were somewhat similar to those of the lower status students. There were no significant differences among

TABLE LXXIX
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO HAVE JOINED A CHURCH
 OR WHO INTEND TO JOIN A CHURCH BY STUDENT GROUP

	Student Group			Total (998)
	A (401)	B (248)	C (349)	
Yes	59.9%	69.0%	94.8%	74.3%
No	40.1	31.0	5.2	25.7
Percentage of Total Sample	40.2	24.8	35.0	100.0

Chi-square = 124.842 df = 2 $p < 0.001$ AC,BC

TABLE LXXX

PERCENTAGE DISTRIBUTION OF STUDENTS WHO HAVE JOINED A CHURCH
OR WHO INTEND TO JOIN A CHURCH BY STUDENT GROUP
SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (130)	B (79)	C (246)	(455)
Yes	48.5%	68.4%	96.7%	78.0%
No	51.5	31.6	3.3	22.0
Percentage of Total Sample	28.6	17.4	54.1	100.0
Chi-square = 120.858 df = 2 p < 0.001				
Middle Socio-economic Status				
	Student Group			Total
	A (123)	B (69)	C (79)	(271)
Yes	61.0%	71.0%	94.9%	73.4%
No	39.0	29.0	5.1	26.6
Percentage of Total Sample	45.4	25.5	29.2	100.0
Chi-square = 28.715 df = 2 p < 0.001				
Upper Socio-economic Status				
	Student Group			Total
	A (148)	B (100)	C (24)	(272)
Yes	68.9%	68.0%	75.0%	69.1%
No	31.1	32.0	25.0	30.9
Percentage of Total Sample	54.4	36.8	8.8	100.0
Chi-square = 0.450 df = 2 p = 0.798				

the upper status student groups. However, 75 per cent of the French students, and 68 per cent of the other students in the upper group were planning to join a church, or had joined one.

Reasons for church attendance. Tables LXXIX and LXXX show that the French students were more likely to be members of a church than were Edmonton or Jewish students. Table LXXXI shows that the Jewish students were more likely to attend church for religious or spiritual reasons. Seventy-seven per cent of the Jewish students claimed that they attended church for religious or spiritual reasons, 10 per cent for social reasons, and 13 per cent did not attend. Only 47 per cent of the French students went to church for religious or spiritual reasons, but 25 per cent went for social reasons, and 27 per cent did not attend. Thirty-eight per cent of the Edmonton students attended church for religious or spiritual reasons, 13 per cent for social reasons, and 50 per cent did not attend. A significantly greater percentage of the Edmonton students said that they did not attend church. The Jewish students were the best attenders of church.

Controlling for the three socio-economic groups did not affect the significance in church attendance among the groups. Table LXXXII shows one factor apparent in all of the groups; most of the Jewish students attended church, and for religious and spiritual reasons. The same thing could not be said for the students from the Edmonton or French schools.

TABLE LXXXI
 PERCENTAGE DISTRIBUTION SHOWING REASONS FOR GOING TO CHURCH
 BY STUDENT GROUP

Reasons	Student Group			Total (985)
	A (395)	B (246)	C (344)	
For social reasons	12.9%	9.8%	25.9%	16.6%
For religious or spiritual reasons	37.5	77.2	47.1	50.8
Don't attend	49.6	13.0	27.0	32.6
Percentage of Total Sample	40.1	25.0	34.9	100.0
Chi-square = 143.894 df = 4 p < 0.001 AB,AC,BC				

TABLE LXXXII
 PERCENTAGE DISTRIBUTION SHOWING REASONS FOR GOING TO CHURCH
 BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
Reasons	Student Group			Total
	A (128)	B (79)	C (243)	
For social reasons	10.2%	6.3%	25.9%	18.0%
For religious or spiritual reasons	29.7	81.0	49.8	49.6
Don't attend	60.2	12.7	24.3	32.4
Percentage of Total Sample	28.4	17.6	54.0	100.0
Chi-square = 89.630 df = 4 p < 0.001				
Middle Socio-economic Status				
Reasons	Student Group			Total
	A (123)	B (67)	C (77)	
For social reasons	9.8%	10.4%	23.4%	13.9%
For religious or spiritual reasons	38.2	79.1	37.7	48.3
Don't attend	52.0	10.4	39.0	37.8
Percentage of Total Sample	46.1	25.1	28.8	100.0
Chi-square = 44.509 df = 4 p < 0.001				
Upper Socio-economic Status				
Reasons	Student Group			Total
	A (144)	B (100)	C (24)	
For social reasons	18.1%	12.0%	33.3%	17.2%
For religious or spiritual reasons	43.8	73.0	50.0	55.2
Don't attend	38.2	15.0	16.7	27.6
Percentage of Total Sample	53.7	37.3	9.0	100.0
Chi-square = 27.192 df = 4 p < 0.001				

Church attendance by parents. The students were asked to state how frequently their parents attended church. There were significantly different responses between the Edmonton and Jewish students, and between the Edmonton and French students, but not between the French and Jewish students. The parents of the Jewish and French students were reported as attending church more frequently than the parents of the Edmonton students. Table LXXXIII shows that 40 per cent of the Edmonton students, 9 per cent of the Jewish students, and 13 per cent of the French students reported that their parents did not attend church. It also shows that 33 per cent of the Edmonton students, 67 per cent of the Jewish students, and 69 per cent of the French students said that their parents attended church regularly.

The significant differences in responses still were noted among the students of all three socio-economic status groups. It can be seen in Table LXXXIV that significantly more of the parents of Jewish and French students than Edmonton students in each socio-economic status category attended church on a regular basis. The next section shows the results of an investigation of the prayer habits of the students.

Prayers. Approximately half of all the students of the sample reported that they said their prayers at night. A greater percentage of the Jewish students than French or Edmonton students said that they usually said their prayers at night. Twenty-one per cent of the Edmonton students, 16 per cent of the Jewish students, and 32 per cent

TABLE LXXXIII
 PERCENTAGE DISTRIBUTION OF PARENTS WHO ATTEND CHURCH
 BY STUDENT GROUP

	Student Group			Total (989)
	A (401)	B (244)	C (344)	
Yes, regularly	32.9%	67.2%	68.6%	53.8%
Yes, occasionally	26.9	24.2	18.6	23.4
No	40.1	8.6	12.8	22.9
Percentage of Total Sample	40.5	24.7	34.8	100.0

Chi-square = 149.690 df = 4 $p < 0.001$ AB,AC

TABLE LXXXIV
 PERCENTAGE DISTRIBUTION OF PARENTS WHO ATTEND CHURCH
 BY STUDENT GROUP SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			Total
	A (130)	B (79)	C (243)	(452)
Yes, regularly	18.5%	73.4%	65.0%	53.1%
Yes, occasionally	23.8	20.3	20.6	21.5
No	57.7	6.3	14.4	25.4
Percentage of Total Sample	28.8	17.5	53.8	100.0
Chi-square = 118.632 df = 4 $p < 0.001$				
Middle Socio-economic Status				
	Student Group			Total
	A (123)	B (67)	C (78)	(268)
Yes, regularly	30.1%	79.1%	75.6%	55.6%
Yes, occasionally	30.9	14.9	15.4	22.4
No	39.0	6.0	9.0	22.0
Percentage of Total Sample	45.9	25.0	29.1	100.0
Chi-square = 64.075 df = 4 $p < 0.001$				
Upper Socio-economic Status				
	Student Group			Total
	A (148)	B (98)	C (23)	(269)
Yes, regularly	48.0%	54.1%	82.6%	53.2%
Yes, occasionally	26.4	33.7	8.7	27.5
No	25.7	12.2	8.7	19.3
Percentage of Total Sample	55.0	36.4	8.6	100.0
Chi-square = 15.875 df = 4 $p = 0.003$				

of the French students admitted to saying their prayers sometimes. It can be noted also in Table LXXXV that the differences were significant between each of the pairs of student groups.

The responses, however, from each group of the upper status students were such that no significant differences were noted. Table LXXXVI provides the information that more of the Jewish lower and middle status students usually say their prayers at night than do their Edmonton and French counterparts. In fact, more than twice the percentage of "yes, usually" responses were noted in the Jewish sample than were noted in either of the other samples.

IV. SUMMARY

This chapter was concerned mainly with the analysis of the value indicators of the three distinct student groups. It was expected that there would be many differences among the three groups in the manner that the students responded to the questions. The students' aspirations, activities, and attitudes were investigated. The tables of this chapter were composed of a percentage frequency, the total number, the number in each group, a chi-square showing significance, the probability of the chi-square, and an indication of where the differences were significant. These tables showed that there were significant differences in the frequency of responses among the students of the three groups for thirty-five of the forty questions investigated. However, they also showed that these differences were not significant between each pair of groups in each of the thirty-five questions.

TABLE LXXXV
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO SAY THEIR
 PRAYERS AT NIGHT BY STUDENT GROUP

	Student Group			Total (999)
	A (397)	B (251)	C (351)	
Yes, usually	18.4%	38.6%	23.1%	25.1%
Yes, sometimes	20.9	16.3	31.6	23.5
No	60.7	45.0	45.3	51.4
Percentage of Total Sample	39.7	25.1	35.1	100.0

Chi-square = 53.708 df = 4 $p < 0.001$ AB,AC,BC

TABLE LXXXVI
 PERCENTAGE DISTRIBUTION OF STUDENTS WHO SAY THEIR
 PRAYERS AT NIGHT BY STUDENT GROUP
 SOCIO-ECONOMIC STATUS CONTROLLED

Lower Socio-economic Status				
	Student Group			
	A (127)	B (80)	C (248)	Total (455)
Yes, usually	16.5%	55.0%	25.4%	28.1%
Yes, sometimes	22.8	20.0	32.3	27.5
No	60.6	25.0	42.3	44.4
Percentage of Total Sample	27.9	17.6	54.5	100.0
Chi-square = 46.498 df = 4 p < 0.001				
Middle Socio-economic Status				
	Student Group			
	A (124)	B (70)	C (79)	Total (273)
Yes, usually	18.5%	40.0%	19.0%	24.2%
Yes, sometimes	13.7	18.6	32.9	20.5
No	60.6	25.0	42.3	44.4
Percentage of Total Sample	45.4	25.6	28.9	100.0
Chi-square = 25.247 df = 4 p < 0.001				
Upper Socio-economic Status				
	Student Group			
	A (146)	B (101)	C (24)	Total (271)
Yes, usually	19.9%	24.8%	12.5%	21.0%
Yes, sometimes	25.3	11.9	20.8	19.9
No	54.8	63.4	66.7	59.0
Percentage of Total Sample	53.9	37.3	8.9	100.0
Chi-square = 8.032 df = 4 p = 0.090				

There were significant differences in responses between Edmonton and Jewish students, between Edmonton and French students, and between Jewish and French students in fifteen of the questions investigated. For six questions, significant differences in responses were noted between the Edmonton and Jewish students and between the Edmonton and French students. Between the Jewish and Edmonton students and between the Jewish and French students, there were seven questions investigated which showed significant differences in responses. Seven questions investigated showed significant differences in responses between the French and Edmonton students and between the French and Jewish students, and one question showed significant differences in responses between the Edmonton and Jewish students only. Four of the questions investigated showed no significant differences in responses between any of the student groups.

When the students were grouped in the three socio-economic categories, and the responses of the student groups from each category investigated, some of the questions no longer showed significant differences. However, sixteen sets of responses were still significantly different among the groups in all three-socio-economic status categories, seven were still among the significantly different groups for the lower and middle status categories, two in the lower and upper socio-economic categories remained significantly different, and one set of responses was still significantly different among the groups of the middle and upper status categories. Four sets of responses were still significantly different among the groups of the lower status

category, and one set of responses was significantly different among the groups of the middle status category. Thus, only four of the thirty-five questions which were found to have provided significantly different responses among the three student groups were not still somewhat different when categorized by socio-economic status.

Two questions related to aspiration, seven related to activities, and seven related to attitudes showed that the value indicators of the three student groups were significantly different even when the data were controlled for socio-economic status. Two questions related to activities, and two questions related to attitudes showed that the value indicators of the three student groups were significantly different until the data were controlled for socio-economic status. However, three questions related to aspirations and one question related to attitudes showed that the value indicators of the three student groups were very similar.

These differences and similarities are discussed in chapter six.

CHAPTER VI

SUMMARY, FINDINGS, AND IMPLICATIONS OF THE STUDY

I. SUMMARY AND FINDINGS

The primary purpose of this study was to compare the aspirations, activities, and attitudes of adolescents from three student groups. The sample consisted of students from the Edmonton Public School System, students from Jewish private schools in Montreal, and students from French Catholic Public Schools in Montreal.

To show that the student groups were similar in some ways, the groups were compared on such demographic characteristics as sex and grade, age, socio-economic status, size of family, and mother's role in the family. The students from the three groups were found to be very similar in the distribution by grade and sex, but very dissimilar in the distribution by socio-economic status. Significant differences in size of family, age of students, and the mother's role were noticed, but these differences were not significant when the groups were controlled for socio-economic status.

These groups of students were compared to discover differences in aspirations, activities, and attitudes, which may be attributed to differences in cultural background. A summary of the differences and similarities in value indicators follows.

Differences

On the variables of this study, many more differences than

similarities were noted, reflecting the importance of the background of the students. Several of the value indicators investigated showed significantly different responses among the groups before controlling for socio-economic status and also after controlling for socio-economic status. These differences in aspirations, activities, and attitudes are summarized below.

Aspirations. The Jewish students valued higher education, particularly at the university level, much more than did students from either of the other groups. A greater percentage of French and Edmonton students than Jewish students valued an education in a technical institute.

Activities. On the average, Jewish students did more homework each week than did students from the other groups; more Edmonton students reported drinking beer and earning money outside the home than did other students; and on the average, French students smoked more, dated and went steady more, and watched more television.

Attitudes. Many differences in attitude were noticed. Jewish students valued friendliness, honesty, church (synagogue) attendance for religious or spiritual reasons, and respect for parents' wishes; Edmonton students valued popularity and good looks; French students valued academic achievement and excellence. Edmonton students were more prone to concern over lack of school spirit; Jewish students were concerned about lack of school spirit, and lack of necessary

facilities; French students, although similarly concerned, also felt there was a lack of opportunity for participating in sports. Fewer Edmonton students than others attended church, and fewer Edmonton students reported church attendance by parents than did students of the other two groups.

Partial differences. Nine of the value indicators investigated which showed significantly different responses by the students from the three groups remained partially different when controlled for socio-economic status. However, one of the three socio-economic categories in each question investigated no longer showed significant differences.

The middle status Jewish students, and the upper status French students expected a higher average income in ten years than did students in similar socio-economic status of the other groups. Significantly more of the French lower and upper status students than Edmonton or Jewish students of the same categories reported having chosen their profession.

More French than other lower status students stated their concern about academic success; but more upper status Jewish students than other upper status students reported their concern about academic success. More Edmonton lower and upper status students than other lower and upper status students reported their concern about acceptance by friends.

Significantly fewer Edmonton than other lower and middle status students reported being elected to school positions. More Jewish than

other middle and lower status students reported spending no evenings out with the gang, and a significantly greater percentage of the French middle and lower status students than others said that they spent two or more evenings a week with the gang.

There were significantly more Edmonton and Jewish lower and middle status students than others who felt that their school experiences were satisfactory. When asked if they would hand in an essay done by a friend as their own, significantly more French than Edmonton lower and middle status students replied that they would hand it in as their own. Significantly more Edmonton than Jewish lower and middle status students replied that they would hand in the essay.

There were more French than Jewish and more Jewish than Edmonton lower and middle status students who claimed church membership. More Edmonton than French, and more French than Jewish lower and middle status students reported never saying their prayers at night.

Similarities

Some of the questions investigated showed that there were certain values held by students of all groups. For some of the variables investigated, no significant differences were noted among the groups. For others, although significant differences were seen among the groups as a whole, no significant differences remained when the data were controlled for socio-economic status. These similarities are shown under two headings in the following paragraphs.

Socio-economic status level uncontrolled. In four characteristics that were investigated there were no significant differences among the groups. A similar and high proportion of students of each group stated they did not intend to leave school before graduation. Approximately the same percentage of students from all groups gave personality, academic achievement, friendliness, and money in that order ahead of athletics, as the most important characteristics for success in life. As the most important characteristic for the future, academic achievement, then popularity and sports were reported by equal percentages of each student group. Also, an approximately equal percentage of students from each group said that they most wanted to resemble "no one but themselves" in adult life. In descending order, an equal percentage of students from each group chose one of their parents, a friend, a relative, and their favorite teacher as one whom they would most like to resemble in adult life.

Socio-economic status level controlled. Although significant differences in car ownership, participation in community organized activities, parents' concern about academic progress, and perceived teacher attitude toward teenagers were noted among the student groups, these differences were not noted among the groups of each socio-economic status category, and thus the differences in value indicators were not considered to be significant.

II. IMPLICATIONS

Implications for Administrators

The findings of this study suggest that there is need for administrators to recognize cultural differences among students in their schools that may be based on ethnic or religious differences in the students' background. More important, though, administrators of students from all three groups should recognize that Canadian students value a high school education. Students typical to the schools from which these observations were made value personality, academic achievement, and friendliness above money and athletics as the characteristic most important to success in life. As the characteristic most important to the students' future, they valued academic achievement ahead of popularity and sports. Administrators should recognize these observations when they concern themselves with the development of their school program.

Perhaps teachers, guidance counsellors, and administrators, when considering homogeneous grouping, might look at another dimension, that of cultural differences. Students may be grouped homogeneously according to intelligence, age, sex, or interests, but the implications in this study suggest that cultural differences may be a more important element.

Implications for Parents and Community Leaders

The parents and other members of the adult community should recognize the few indicated ways that they help or guide the adolescents

of the community. If the community-organized activities attract so few participants from the age group represented in this study, it may be advisable for the parents and other community leaders to evaluate the program and probably to concentrate their efforts on children of a younger age. It may be helpful to these adults to examine the ways of living of other cultural groups. Perhaps those aspiration, activity, and attitude builders which seem most conducive to improving the ways of living of the adolescents might be internalized by all or at least some of those concerned.

III. SUGGESTIONS FOR FURTHER STUDY

The present research concentrated on students from city schools. It also was concerned with students who came from a multi-ethnic background (see Appendix B). The study had as a basis also, the fact that one group was essentially Protestant, one group Catholic, and the third group Jewish in religious affiliation.

An investigation of a similar nature comparing rural students of three provinces: an eastern province, a central province, and a western province may be useful in order to discover value indicators and thus values of rural students.

A study of this nature could be carried out in an attempt to compare the value indicators of rural students to city students of the same province.

Because the value indicators seemed to have different emphases in different socio-economic status categories, it would be useful to

have a study comparing these value indicators on a socio-economic basis. Similarly a study could be made showing the differences due to sex differences, and another which compares the value indicators on an age basis.

Finally, the present study was concerned with one central figure, the student. Perhaps a study of value indicators of teachers, parents, and other community leaders could be considered. Later, a comparison of the value indicators of adolescents and of adults could be studied.

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A P P E N D I X A

HIGH SCHOOL STUDENT VALUES INVENTORY

HIGH SCHOOL STUDENT VALUES INVENTORY

Revised Edition
The University of Alberta

READ CAREFULLY

1. Do not start answering before you are told to do so.
2. Answer **EVERY** question to the best of your ability. Please do not make any marks on this questionnaire.
3. Answer each question by placing the correct mark (using an HB pencil) in the proper space on the answer sheet.
4. If in doubt about procedure, ask the teacher for assistance.
5. Please answer sincerely and accurately. We want **your** opinion.
6. Do not write your name on any paper.
7. Mark only one item for each question.
8. Now turn to number 1, **WORK QUICKLY**, and answer every question as well as you can.

Begin

1. State your sex.
 - A. boy
 - B. girl
2. In which school grade are you?
 - A. nine
 - B. ten
 - C. eleven
 - D. twelve
 - E. thirteen
3. How old are you?
 - A. 14 or younger
 - B. 15
 - C. 16
 - D. 17
 - E. 18 or over
4. What is the highest level of your father's education?
 - A. elementary
 - B. junior high
 - C. high school
 - D. some university
 - E. university degree
5. What is the highest level of your mother's education?
 - A. elementary
 - B. junior high
 - C. high school
 - D. some university
 - E. university degree
6. Your last year's average on the final examination was about
 - A. 0-39
 - B. 40-49
 - C. 50-64
 - D. 65-79
 - E. 80-100
7. In how many extra-curricular activities do you participate in school at the present time?
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
8. In how many organized activities do you participate outside of school? (e.g. music lessons, swimming instruction, hockey, etc.)
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
9. Have you been elected to any school position this year or last year?
 - A. yes
 - B. no
10. Make an estimate of your family's annual income level.
 - A. below \$2,000
 - B. \$2,000-\$3,999
 - C. \$4,000-\$6,999
 - D. \$7,000-\$9,999
 - E. \$10,000 or over
11. What type of an elected position do you hold in school?
 - A. no position
 - B. president or vice-president
 - C. secretary or treasurer
 - D. sports or other committee representative
 - E. Any other position e.g. editor, room rep.
12. How many brothers and sisters do you have?
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more

13. Which item below fits your parents most accurately?
 - A. they understand problems of teen-agers and assist them
 - B. they are not interested in teen-agers
 - C. they seem willing to help but don't understand problems of teen-agers
14. Are you planning to go to a technical institute?
 - A. yes
 - B. undecided
 - C. no
15. Do you have a car of your own?
 - A. yes
 - B. no
16. Did you go out for football last fall either as a player or spectator?
 - A. yes
 - B. no
17. Do you date?
 - A. no
 - B. yes, about once a month
 - C. yes, about once a week
 - D. yes, about twice a week
 - E. yes, more than twice a week
18. Have you joined a church or do you intend to join a church?
 - A. yes
 - B. no
19. Do you go steady?
 - A. yes
 - B. no
20. Which one of these items is most important in making a boy popular with the girls in your school?
 - A. having a nice car
 - B. high grade, honor roll
 - C. being an athletic star
 - D. being in the leading crowd
21. Do you earn any money by working outside the home? (not counting summer work)
 - A. yes
 - B. no
22. Do you smoke?
 - A. yes, regularly
 - B. yes, occasionally
 - C. no
23. Would you say that you are a part of the leading crowd in your school?
 - A. yes
 - B. no
24. What is the highest level of education you expect to have actually attained ten years from now?
 - A. Not finished high school
 - B. High School graduate or Technical Institute graduate
 - C. Some University, e.g., Teaching Certificate, Reg. Nurse, etc.
 - D. University degree, e.g., B.A., B.Ed., B.Sc., R.N.
 - E. Professional Degree, e.g., Doctor, Lawyer, Ph.D.
25. Which one of these things would be hardest for you to take?
 - A. parents' disapproval
 - B. teachers' disapproval
 - C. breaking with friend
26. If your friends asked you to join in a secret escapade for a week-end, would you join them if your parents were not in favor?
 - A. yes
 - B. no
27. How many subjects have you failed since starting grade nine?
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
28. Who influenced you most in your life?
 - A. parents
 - B. teachers
 - C. clergy, minister, pastor, rabbi
 - D. friends
29. Which one of the following are you really worried about most?
 - A. health
 - B. academic success
 - C. acceptance by friends
 - D. others
30. Roughly, what proportion of home basketball games did you attend this year?
 - A. none
 - B. less than half
 - C. more than half
31. Have you chosen your profession?
 - A. yes
 - B. no
32. Why do you go to church?
 - A. for social reasons
 - B. for religious or spiritual reasons
 - C. don't attend
33. Would you hand in an essay or assignment that your friend had done as your own?
 - A. yes
 - B. no
34. If you could be remembered here at school for one of the things below, which one would you want it to be?
 - A. outstanding student
 - B. athletic star
 - C. most popular
35. Do your parents attend church?
 - A. yes, regularly
 - B. yes, occasionally
 - C. no
36. Do you drink beer?
 - A. yes, frequently
 - B. yes, occasionally
 - C. no

37. What yearly income do you expect to actually make ten years from now?
 - A. below \$3,000
 - B. \$3,000 to \$5,999
 - C. \$6,000 to \$8,999
 - D. \$9,000 to \$12,000
 - E. more than \$12,000
38. Among the things you strive for during your high school days, which of the following is most important to you?
 - A. pleasing your parents
 - B. learning as much as possible in school
 - C. living up to your religious ideals
 - D. being accepted and liked by other students
 - E. pleasing the teacher
39. Which one of the following would be most important to you in a job?
 - A. the security of a steady job
 - B. the opportunity for rapid promotion
 - C. the enjoyment of the work itself
 - D. a high income
40. How many evenings a week do you spend with the gang?
 - A. none
 - B. one
 - C. two or more
41. Does your mother have a job outside the home?
 - A. yes
 - B. no
42. In your adult life whom would you want to resemble most?
 - A. one of your parents
 - B. your favorite teacher
 - C. no one but yourself
 - D. a relative
 - E. a friend
43. If you had your choice would you leave school before graduation?
 - A. yes
 - B. no
44. Is athletics very important for you in school?
 - A. yes
 - B. no
45. How much time, on the average, do you spend doing homework outside school on a weekday?
 - A. none or almost none
 - B. less than one hour
 - C. one to two hours
 - D. between two and three hours
 - E. three or more hours
46. Have you attended Sunday School or Church School?
 - A. yes, regularly
 - B. yes, occasionally
 - C. no
47. Check any of the following drinks that are served in your home. Check only one.
 - A. beer
 - B. table wine or other alcoholic beverages
 - C. all of the above
 - D. none of the above
48. Which one of the following do you think is the most important characteristic necessary for success in life?
 - A. money
 - B. athletics
 - C. personality
 - D. academic achievement
 - E. friendliness
49. What kind of music do you enjoy most?
 - A. modern—like “beatle”
 - B. classical
 - C. country and western
50. Which item below fits most of the teachers at your school?
 - A. they understand problems of teen-agers and assist them
 - B. they are not interested in teen-agers
 - C. they seem willing to help but don’t understand problems of teen-agers
51. How often do you go to the movies?
 - A. never, or almost never
 - B. about once a month
 - C. about once a week
 - D. twice a week or more
52. Suppose your family had planned an extensive trip for a vacation in the summer. If you go along with them, it means that you cannot go camping with your friends, as you had planned. What would you do?
 - A. go with your parents
 - B. go camping with friends
53. About how much time, on the average, do you spend watching TV on a weekday?
 - A. none or almost none
 - B. less than one hour a day
 - C. one to two hours
 - D. between two and three hours
 - E. three or more hours a day
54. What is the major characteristic necessary to be a member of the leading crowd at your school?
 - A. good looks
 - B. friendliness
 - C. academic excellence
 - D. money
 - E. athletic ability
55. Which one of the following is your favorite type of TV program?
 - A. western
 - B. quiz shows or contests
 - C. interviews or news
 - D. sports
 - E. comedy
56. Do you say prayers before you go to bed at night?
 - A. yes, usually
 - B. yes, sometimes
 - C. no
57. Would you say that you have a relatively happy life at home?
 - A. yes
 - B. no

58. If you could have only one of the following, which one would you choose?
 - A. wealth
 - B. education
 - C. fame
 - D. faith
59. Would you say that your school experiences are fairly satisfactory?
 - A. yes
 - B. no
60. What would you most like to get out of high school?
 - A. broad education
 - B. training for a vocation
 - C. preparation for citizenship
 - D. knowing how to get along with people
 - E. friends
61. Which one of the following do you regard as most important for your future?
 - A. academic achievement
 - B. popularity
 - C. sports, cheerleading
62. Are you planning to go to junior college, teachers college, nurses training, or university after high school?
 - A. yes
 - B. undecided
 - C. no
63. What does the phrase "outstanding student" mean to you?
 - A. in the leading crowd
 - B. a very good athlete
 - C. academically superior
 - D. popular
 - E. elected to some school position
64. If you found a five dollar bill in your school without anyone seeing it, what would you do?
 - A. report the find
 - B. keep the money
65. Which of the following subjects do you like best in school?
 - A. mathematics, sciences
 - B. English
 - C. social studies
 - D. physical education
 - E. vocational courses
66. Which one of the following is most satisfying for your school life?
 - A. popularity
 - B. athletics
 - C. academic achievement
67. Does your father or mother participate in any type of sport?
 - A. yes
 - B. no
68. Are your parents concerned with your doing well in academic work in school?
 - A. yes, very much
 - B. yes, to some extent
 - C. not much
69. Do you believe your interest in athletics is
 - A. very important for life
 - B. somewhat important for life
 - C. a passing phase?
70. Do your parents watch television
 - A. more than you
 - B. as much as you
 - C. less than you?
71. The major problems in your school relate to
 - A. lack of a chance to participate in sports
 - B. lack of school spirit
 - C. lack of necessary facilities
 - D. cliques
 - E. none of these
72. What course are you taking now?
 - A. university entrance
 - B. general
 - C. commercial
 - D. vocational
73. Does your family own a car? A. Yes B. No
74. Does your family have a garage or carport? A. Yes B. No
75. Did your father go to high school? A. Yes B. No
76. Did your mother go to high school? A. Yes B. No
77. Did your father go to university? A. Yes B. No
78. Did your mother go to university? A. Yes B. No
79. Is there a writing desk in your home? A. Yes B. No
80. Does your family have a hi-fi record player? A. Yes B. No
81. Does your family own a piano? A. Yes B. No
82. Does your family get a daily newspaper? A. Yes B. No
83. Do you have your own room at home? A. Yes B. No
84. Does your family own its own home? A. Yes B. No
85. Is there an encyclopedia in your home? A. Yes B. No
86. Does your family have more than 100 hard covered books? (e.g. 4 shelves 3 feet long) A. Yes B. No
87. Did your parents borrow any books from the library last year? A. Yes B. No
88. Does your family leave town each year for a holiday? A. Yes B. No
89. Do you belong to any club where you have to pay fees? A. Yes B. No
90. Does your mother belong to any clubs or organizations such as study, church, art, or social clubs? A. Yes B. No
91. Does your family own a color TV set? A. Yes B. No
92. Have you ever had lessons in music, dancing, art, swimming, etc., outside of school? A. Yes B. No

DIRECTIONS

The following questions consider the relative value of certain characteristics as they relate to the occupations represented by the following:

Social Worker, Teacher, Doctor, Nurse, Lawyer.

Carefully answer each question below GIVING YOUR OWN OPINION. Your answer should be selected from one of the five occupations given.

If your answer is SOCIAL WORKERmark A

If your answer is TEACHERmark B

If your answer is DOCTORmark C

If your answer is NURSEmark D

If your answer is LAWYERmark E

93. Which of these occupations CONTRIBUTES THE MOST to the community?
94. Which CONTRIBUTES THE LEAST?
95. Which of these occupations has the MOST PRESTIGE?
96. Which has the LEAST PRESTIGE?
97. Which of these occupations has THE GREATEST SHORTAGE OF QUALIFIED PERSONNEL?
98. Which has the LEAST SHORTAGE OF QUALIFIED PERSONNEL?
99. Which of these occupations REQUIRES THE MOST TRAINING?
100. Which REQUIRES THE LEAST TRAINING?

REMINDER: WE WANT YOUR OPINION. CHOOSE YOUR ANSWER CAREFULLY FROM THE FIVE OCCUPATIONS LISTED ABOVE.

101. Which of these occupations SHOULD require the most training?
102. Which SHOULD require the least training?
103. Which of these occupations has the highest percentage of COMPETENT PERSONNEL?
104. Which has the lowest percentage of COMPETENT PERSONNEL?
105. Which of these occupations gives the MOST SERVICE PER DOLLAR?
106. Which gives the LEAST SERVICE PER DOLLAR?
107. Which of these occupations is MOST ACTIVE in church work, service clubs, youth work, etc.?
108. Which is LEAST ACTIVE in church work, service clubs, youth work, etc.?
109. Which of these occupations is MOST ACTIVELY involved in POLITICAL ACTIVITIES?
110. Which is LEAST ACTIVELY involved in POLITICAL ACTIVITIES?
111. Which of these occupations contributes MOST to the total good of everyone?
112. Which contributes LEAST to the total good of everyone?
113. Which of these occupations has the HIGHEST AVERAGE INCOME?
114. Which has the LOWEST AVERAGE INCOME?
115. Which of these occupations SHOULD HAVE THE HIGHEST AVERAGE INCOME?
116. Which SHOULD HAVE THE LOWEST AVERAGE INCOME?
117. Which of these would you choose FIRST to associate with socially?
118. Which would you choose LAST to associate with socially?

119. Which of these occupations would you consider MOST PROFESSIONAL?
120. Which would you consider LEAST PROFESSIONAL?
121. If nothing stood in the way, and you had to choose from these five occupations for yourself, which one would you choose first?
122. Under similar conditions which one would you choose last?

We wish to check whether you are marking your responses beside the right numbers on your answer sheet.
To assist us please mark as follows:

123. Mark A
124. Mark B
125. Mark C
126. Mark D
127. Mark E
128. How many good friends of your own sex have you in school?
- A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
129. How many good friends of the opposite sex have you in school?
- A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
130. Do you own a motorcycle or scooter?
- A. yes
 - B. no

- Directions:** 1. **Read** each item below carefully beginning with "I ought to."
2. **Think** about how well the statement agrees with your own feeling.
3. Then Mark A if you agree very strongly
- Mark B if you agree strongly
 - Mark C if you agree moderately
 - Mark D if you agree somewhat
 - Mark E if you do not agree much with the statement.

I ought to

131. consider carefully the feelings of others
132. feel that work comes before pleasure
133. make as many friends as possible
134. plan carefully for future opportunities
135. be careful not to offend others
136. save money carefully
137. be very sociable
138. plan and save for the future
139. spend less and save more
140. choose a job where I can work with many interesting people

PART 2

Directions:

Indicate your opinion, your immediate “feeling” about each statement below by placing a mark in the proper place on the answer sheet. Use the following code:

- | | |
|------------------|---------------------|
| A—Agree strongly | D—Disagree slightly |
| B—Agree somewhat | E—Disagree somewhat |
| C—Agree slightly | F—Disagree strongly |

1. Voting is the only way that students like me can have any say about how the students' council runs things.
2. Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.
3. Students like me don't have any say about what the students' council does.
4. I don't think student council members care much what the students like me think.
5. So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.
6. It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.
7. A good many students' council elections aren't important enough to bother with.
8. If a person doesn't care how an election comes out he shouldn't vote in it.

A P P E N D I X B

ETHNIC DISTRIBUTION IN GREATER EDMONTON

ETHNIC DISTRIBUTION IN GREATER EDMONTON*

British Isles	45.8%
Ukraine	11.3
Germany	12.3
France and French Canada	6.6
Scandinavia	5.3
Poland	3.8
The Netherlands	4.1
Italy	1.4
Austria	-
Other Europe	5.2
Russia	.8
Asia	.9
Jewish	.6
Negro	-
Other	1.9

*Adapted from

Dominion Bureau of Statistics. Census of Canada:1961.
Population. Ethnic Group, Bulletin 1.2-5.
 Ottawa: Queen's Printer, 1962.

A P P E N D I X C

LIST OF FRENCH AND JEWISH SCHOOLS

JEWISH PRIVATE SCHOOLS

1. Beth Jacob School of Canada.
2. Hebrew Academy.
3. Herzlia High School.
4. The Rabbinical College of Canada.
5. Beth Rivkah Academy for Girls

FRENCH CATHOLIC PUBLIC SCHOOLS

1. St. Thomas High School.
2. Urgel Archambault.
3. Ecole Souart.
4. St. Viateur.
5. St. Alphonse.

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